

IMPLEMENTATION OF THE CURRICULUM THROUGH THE LENS OF  
ENGLISH TEACHERS' CURRICULUM CONCEPTUALIZATIONS: A MULTI-  
CASE STUDY

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ENGLISH TEACHERS' CURRICULUM CONCEPTUALIZATIONS: A  
MULTI-CASE STUDY**

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**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

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## **ABSTRACT**

### **IMPLEMENTATION OF THE CURRICULUM THROUGH THE LENS OF ENGLISH TEACHERS' CURRICULUM CONCEPTUALIZATIONS: A MULTI- CASE STUDY**

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This study aimed to explore the English teachers' curriculum conceptualizations working in different types of public high schools and to examine the congruency of those conceptualizations with the teachers' practices. The study used a multi-case design. The research sites were a Vocational and Technical Anatolian High School and an Anatolian High School, and data were collected from nine teachers. While in the identification of research settings criterion sampling method was employed, to select the teachers eligible for the study typical case sampling method was used. Data were collected through semi-structured interview and observation schedules prepared by the researcher, and review of documents. The data in this study were analyzed through content analysis, using a four step data analysis process: (1) data coding, (2) identification of the themes, (3) organization of the codes and themes, (4) identification and interpretation of the findings (Yıldırım & Şimşek, 2018). As a result of the study, four different types of curriculum conceptualizations were explored. In one of the settings there was a reduced idiosyncratic curriculum conceptualization, while three different conceptualizations were explored in the other as: transformative curriculum conceptualization, curriculum in transition, and

disconnected curriculum. Besides, the analysis indicated that the curriculum conceptualizations of the teachers and the teachers' practices were fully correspondent revealing that the teachers were implementing the curriculum as they conceptualized.

**Keywords:** Curriculum Conceptualization, 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, Intended Curriculum, Implemented Curriculum

## ÖZ

### İNGİLİZCE ÖĞRETMENLERİNİN EĞİTİM PROGRAM KAVRAMSALLAŞTIRMALARI OBJEKTİFİNDEN EĞİTİM PROGRAMIN UYGULANMASI: BİR ÇOKLU DURUM ÇALIŞMASI

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Bu çalışma, farklı devlet liselerinde görev yapan İngilizce öğretmenlerinin eğitim program kavramsallaştırmalarını keşfetmeyi ve bu kavramsallaştırmaların öğretmenlerin program uygulamalarıyla uyumunu incelemeyi amaçlamıştır. Çalışmada çoklu durum çalışması araştırma deseni kullanılmıştır. Araştırma mekânı bir Mesleki ve Teknik Anadolu Lisesi ile bir Anadolu Lisesidir. Veriler, bu okullarda çalışan dokuz öğretmenden toplanmıştır. Araştırma mekânlarının belirlenmesinde ölçüt örnekleme yöntemi kullanılırken, araştırmaya uygun öğretmenlerin seçiminde tipik durum örnekleme yöntemi kullanılmıştır. Veriler, araştırmacı tarafından hazırlanan yarı yapılandırılmış görüşme ve gözlem formları ve doküman incelemesi yoluyla toplanmıştır. Toplanan veriler içerik analizi yöntemiyle dört aşamalı bir veri analizi süreci izlenerek çözümlenmiştir: (1) veri kodlama, (2) temaların belirlenmesi, (3) kodların ve temaların düzenlenmesi, (4) bulguların belirlenmesi ve yorumlanması (Yıldırım ve Şimşek, 2018). Çalışmanın sonucunda dört farklı eğitim program kavramsallaştırması keşfedilmiştir. Araştırma mekânlarından birinde “indirgenmiş kendine özgü program kavramsallaştırması” hâkimken, diğer araştırma mekânında “dönüştürücü program,” “geçişteki program” ve “ayrık program” olmak üzere üç



farklı program kavramsallaştırması keşfedilmiştir. Ayrıca, analiz, öğretmenlerin eğitim program kavramsallaştırmaları ile öğretmenlerin eğitim programı uygulamalarının tamamen örtüştüğünü ve öğretmenlerin programı kavramsallaştırdıkları şekilde uyguladıklarını göstermiştir.

**Anahtar Kelimeler:** Eğitim Program Kavramsallaştırması, 9-12. Sınıf İngilizce Eğitim Programı, Amaçlanan Eğitim Programı, Uygulanan Eğitim Programı

*Dedicated to Mustafa Kemal Atatürk, my source of wisdom, power, ambition, and  
inspiration who paved my way as a woman and ignited my passion in the pursuit of  
Science*

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*“We rise to great heights by a winding staircase of small steps.”*

*Francis Bacon*

Although in many dictionaries a dissertation by definition simply is a long piece of writing, to me it was a destination to be reached which would lead me to different horizons with the support of a great many wonderful people behind. Although the journey of writing a dissertation was an evolutionary experience for the sake of developing me as an academic, I always felt and cherished the existence and support of those wonderful people in my “winding staircase of small steps.”

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## LIST OF ABBREVIATIONS

CBL	Case-based Learning
CEFR	Common European Framework
CL	Cooperative Learning
CLT	Communicative Language Teaching
CT	Critical Thinking
DI	Direct Instruction
EIN	Education Information Network (in Turkish EBA)
ELT	English Language Teaching
ERT	Emergency Remote Teaching
ESP	English for Specific Purposes
FC	Flipped Classroom
AHS	Anatolian High School
GTM	Grammar Translation Method
MoNE	Ministry of National Education
PjBL	Project-Based Learning
PL	Peer Learning
SAL	Saylor, Alexander and Lewis
SES	Socio Economic Status
SI	Socratic inquiry
TPR	Total Physical Response
VTAHS	Vocational and Technical Anatolian High School

## CHAPTER I

### 1. INTRODUCTION

*But certainly, for us who understand life, figures are a matter of indifference. I should have liked to begin this story in the fashion of the fairy-tales. I should have liked to say: "Once upon a time, there was a little prince who lived on a planet that was scarcely any bigger than himself, and who had need of a sheep..." (p. 21)*

*-Antoine De Saint-Exupéry  
Little Prince*

This chapter provides information about the background of the study, purpose and research questions of the study, significance of the study, and definition of the terms.

#### 1.1. Background of the Study

Through the evolution of the field of curriculum from the very beginning, the field has had to deal with major issues like what to learn at school; what knowledge is valuable to learn; what subjects to be included and why; how to deliver the curriculum; how to assess and evaluate and who should be involved in this process. As Lovat and Smith (2003) emphasized "good curriculum is theory and development, planning and practice as one" (p. 133).

Yet, studies in the field furnish that curriculum is mostly associated with student achievement and therefore the outcomes of the curriculum have captured the highest attention compared to the other elements which indeed have as significant a role as the outcomes for a curriculum to be accounted as a quality project. According to the literature in curriculum, while large amounts of energy is expended on "results" and

“outcomes” of activities in the curriculum, less effort is put on in understanding “how well we carry them out.” Yet, the fact is that “the quality of a curriculum can be as good as the quality of the curriculum process” and learning is facilitated as long as the targeted subject is handled with precision, implemented rigorously, and assessed appropriately which are in great harmony with each other (Hameyer, 2003; Lovat & Smith, 2003, p. 74). That is, the intended, the implemented and assessed curricula altogether are meaningful and pave the way of learning the intended as long as they operate in great tune.

As Posner (2004) indicates “there is no panacea in education and it is reflective eclecticism that is at the heart of curriculum study” (p. 4). Therefore, Glatthorn et al. (2006) note that tools should be provided illuminating “practice,” “analyzing the curriculum proposals,” and “guiding reform” for developing a prime understanding of curriculum theory. So it can be said that precise understanding and analysis of curriculum implementation is only possible by taking into account the curriculum concept, the approaches and perspectives to school curriculum.

The intended curriculum which is the system-wide official curriculum (Pak et al., 2020) mostly portrayed in the curriculum materials such as the syllabi, textbooks, and exam questions (Ntoi, 2007), generally represents goals and expectations established by curriculum policy makers and curriculum creators and rises upon the ideal and formal curricula (Goodlad et al., 1979; Jadoon et al., 2020; Kuiper et al., 2013; Phaeton & Stears, 2016; Thijs & van den Akker, 2009; van den Akker, 2003). The official curriculum originates when the developers’ concepts are incorporated in text to generate a document or are transformed into curricular materials. Incorporation of the developer’s principles into the formal curriculum runs the risk of altering the curriculum since language has the power to alter the creator’s original initial ideas (Phaeton & Stears, 2016).

Implemented curriculum, on the other hand, is defined as “the practical form of the curriculum” that students have been exposed to through classroom instruction (Jadoon et al., 2020). Supported by Lovat and Smith (2003), the curriculum can either be retained as an intention and/or be transformed into practice in the classroom through teacher and learner experiences. The implemented curriculum can be envisioned as playing out on a stage with teachers and students acting as the main



performers and executing the curriculum. Curriculum's execution is of utmost importance because it is at this point that the intentional becomes reality. The actual curriculum, or in Goodlad's terms the operational curriculum, relies on how the formal curriculum is transmitted into curriculum-in-action classroom practices (Goodlad, 1979; Hameyer, 2003). In this respect, the curriculum users' perceptions (e.g., teachers, students, administrators) play a significant role in this transmission since they have a big impact on how the curriculum is implemented, which in this case under the spotlight are the teachers.

As a matter of fact, the curriculum developers anticipate that their "good" curriculum would be understood and applied in accordance with their expectations. This position disregards the involvement of other parties (i.e., teachers) in the process of implementing the curriculum (Phaeton & Stears, 2016). In this regard, Stenhouse (1979) emphasizes the vital role of a curriculum implementation agent and specifies the teacher as the primary agent for curriculum implementation. As Phaeton and Stears (2016) noted, to ensure that the curriculum is implemented as intended, it is crucial that teachers have a thorough understanding of its requirements.

The difficulties addressed by curriculum designers and those encountered throughout the implementation process are distinct. This raises the prospect of a curriculum gap arising between what was intended and what was actually taught (Phaeton & Stears, 2016; Sethole, 2004). This discrepancy was described as a "mismatch between expectation and reality" (p. 176) by Rogan (2004), and as a departure from the original policy, by Jansen (2001). Accordingly, there may be significant differences between what is stated in the curriculum and what actually occurs in the course of implementation.

Correspondingly to those facts, the problem is that lack of understanding the intended curriculum might undermine the implementation of the curriculum as it is intended. Implementation of the curriculum requires a deep understanding of what the intended curriculum communicates to its associates. Therefore, teachers as the prime associates who are responsible to deliver the curriculum well deserve to be approached with a closer lens to reflect on and uncover how they understand the curriculum.

When compared to the case of Türkiye, firstly, it is encountered that Türkiye has a centralized system of curriculum development. Despite minor variations represented by most private and some public schools (e.g., Social Sciences High Schools) the same curriculum for each subject is implemented in a widespread manner without considering the context. Secondly, though teachers' views are integral to curriculum development, they are not part of the actual development process and thus stay aloof (detached) to the intended curriculum. Thirdly, the literature underpins that English language competences of students are found "rudimentary" and "unsatisfactory" particularly at secondary education institutions at public schools (Özen et al., 2013). In correspondence to these facts mentioned, as a researcher also having had teaching experience in different types of public high schools comprises another factor pinpointing the problem as matter of research. My experiences of teaching in different types of public high schools using the same curriculum ultimately led me to a level of recognition that my understanding of curriculum at one school was not the same compared to when I started teaching at another which apparently indeed seemed to influence my implementation. That is, what I understood from curriculum and what I did for implementing it differed in different contexts. Additionally, what gratified my attention on this problem was my four-year experience as a curriculum specialist in the provincial commission of textbook writing. As there were teachers coming from different types of schools recruited to write one single textbook, I realized that they did not have the same understanding of the curriculum while producing the textbooks which are the artifacts of the intended curriculum. Correspondingly, according to Ornstein and Hunkins (2004) the majority of teachers lack a solid understanding of what curriculum is and how it is constructed. Albeit the use of the same plan, curriculum presumably could signify different things to different individuals in different settings. As was similarly revealed by Molla et al. (2022), the practitioners' involvement in the formulation and execution of the crafted curriculum was not deemed sufficient and they were unable to put the practical notions of the curriculum into practice. In the trajectory of those indicators accompanied with my experiences, the problem was defined as what actually the intended curriculum is and what teachers understand of curriculum might not be the same which might have an impact on how the curriculum is implemented. In this respect, developing an understanding of how curriculum was conceptualized by teachers would act as a means to understand where the implemented curriculum was

at odds with the intended curriculum. That is, without developing an understanding of how the implementers conceptualize the curriculum, it seems unlikely to bridge the gap between the intended and the implemented curriculum.

Last but not least, in agreement with Pinar et al.'s (1995) approach specifying curriculum as "a context specific endeavor," the Covid19 pandemic phase might have had an impact on curriculum understandings of the teachers and the teachers' practices. The study was conducted in the atmosphere of back to school after nationwide Covid19 and a phase of Emergency Remote Teaching (ERT). Therefore, although was not of a particular concern in the study, the state of the curriculum implementation during ERT was added to understand the phenomenon of curriculum through the perspective of that critical period of time.

## **1.2. Purpose of the Study and Related Research Questions**

Depending on the problem statement of the study, there were two purposes of this study to achieve its end. Firstly, it was aimed to understand the curriculum conceptualizations of English teachers working in different types of public high schools. The reasons of selecting public high schools was due to the issues and problems put forward in the literature regarding teaching and learning the English language. There was a good amount of studies revealing the low competencies of the learners both at school level and nationwide. More importantly, the issues and problems seemed to be paramount particularly in public high schools. However, as a highly accepted fact, in the case of the failure of the students at any subject, the general approach is to blame the shortcomings of the curriculum and put into action reforms instead of reflecting on how the curriculum was carried out. Yet, as was highlighted before, to understand how curriculum is implemented depends on resolving the curriculum conceptualizations; that is, the understanding of curriculum belonging to the prime implementers. Therefore, the first motive in this study was to analyze the curriculum conceptualizations of English teachers working in different types of high schools. It was supposed that developing an understanding of how teachers identify, name, notice similarities and distinctions, rationalize, and legitimize the elements of curriculum would aid in developing a base to understand what occurs between the intended and implemented curriculum. In the same line, the

second purpose of the study was to reveal how congruent the English teachers' curriculum conceptualizations were with the teachers' practices.

In line with the purposes of the study, the research questions below were scrutinized:

1. How do the English teachers working in different types of public high schools conceptualize the curriculum?
2. In what respects are the curriculum conceptualizations of teachers congruent with (or not) with the intended curriculum?
3. How congruent are the curriculum conceptualizations of teachers with their practices?
4. What is the impact of Covid19 pandemic on curriculum implementation?
  - 4.1. How congruent were the teachers' practices during ERT with the intended curriculum?
  - 4.2. What are the Covid19 post-pandemic insights on curriculum implementation?

### **1.3. Significance of the Study**

Curriculum, considered as a context specific endeavor by Pinar et al. (1995) epistemologically and ontologically has reinvented and/or reformed itself incrementally on its legacy by an act of defining-redefining, constructing-reconstructing, and conceptualizing-re-conceptualizing process in its dynamic ecology. In agreement with Pinar et al.'s (1995) approach to curriculum, Mulenga (2018) delineated curriculum as "the way we dice up the experience of the world into tidy but arbitrary packages until it is again recoded as it enters the ceremonies, structures, and rituals of schooling" (p. 1). In the evolutionary journey of curriculum as a field, curriculum as a concept has been conceptualized-re-conceptualized in various contexts and ways. Different from the most of the studies in the literature, this study bears remarkable significance since teachers were put in the nucleus of the study enabling the scholars and practitioners to view the curriculum through the lens of the teachers who are the primary agent of curriculum implementation (Stenhouse,

1979). Instead of focusing on the concepts as were construed in the literature, this study aimed to unfold the reality of how curriculum was conceptualized by English teachers working in two different types of public high schools.

Besides, exploring the congruency of curriculum conceptualizations of teachers with their practices as the second purpose of the study shed light on understanding the landscape of curriculum implementation in two different settings as compared to the ways curriculum was conceptualized. As a result of searching the databases of Turkish national academic network and information center (ULAKBİM), ERIC, the data bases of Middle East Technical University (Metulib and MetUnique), J-STOR, Google Scholar, association of curriculum and instruction (EPÖDER), DergiPark and the national thesis center (tezYÖK), there was not a study accessed particularly focusing on binding the purposes of this study. Therefore, the study was expected to pave the way of developing ways of thinking, talking, and analyzing the curriculum phenomenon from the perspective of teachers in the literature and contribute to the understanding of how curriculum is conceptualized by English teachers in public high schools.

Another aspect promoting the significance of the study could be about the holistic approach adopted in the initiative of understanding teachers' curriculum conceptualizations. While a good corpus of studies in the literature was understood to focus on curriculum components separately, in this study curriculum conceptualizations of teachers were unfolded encompassing the philosophy and purpose, content, learning experiences, and assessment procedures providing a more holistic approach to understand the phenomenon of curriculum. However cognizant of the value of each study as a contribution to the understanding of curriculum, in this study we assert the significance of revealing the curriculum conceptualizations through all the components holistically. Recognizing the risks of loss of meaning when the components are dissected to bits of elements and examined separately that is in stark contrast to their intertwined nature, this study was assumed to provide a full portrait of curriculum conceptualizations and the congruency of those conceptualizations with their practices as close to the reality as it was in the research settings.

Whether curriculum be viewed as a “plan” (Lovat & Smith, 2003; Marsh & Stafford,

1988; Pratt, 1980; Saylor, 1981; Taba, 1962; Tyler, 1949), or “learner experiences” (Caswell & Campbell, 1935; Dewey, 1938; Eisner, 2002; Marsh & Willis, 2003), in the literature the congruency studies were mostly found to have been conducted focusing between the intended and the implemented or intended and the attained curriculum. Bearing considerable significance, this study by the results in response to the second research question aimed to provide an entire fresh perspective by focusing on understanding the congruency between teachers’ curriculum conceptualizations and the intended curriculum. Furthermore, the study was assumed to be a milestone in the field of curriculum since in response to the third research question, the results attained would paint a full portrait regarding the congruence between the teachers’ conceptualizations and their practices as much close as to the reality as was revealed in both research settings. In other words, in the scarcity of the studies in the literature, this study might be considered to be a pioneer study that shed light on the teachers’ curriculum conceptualizations through teachers’ practices.

The study, as a contextualized work aimed to be exhibited in its own ecology by its results could yield considerable insights which could promote both the theory and the practice in the field of curriculum on sound grounds. Pinar et al. (1995) in *Understanding the Curriculum* called on the field of curriculum to reinvent itself. Ironically, this thought-provoking piece of work does so by proclaiming that curriculum design is dead. Our initiative of focusing on understanding curriculum conceptualizations of teachers through the teachers’ practices, in a sense, could be accounted as a response to Pinar et al.’s (1995) call in the frame of understanding the concept of curriculum. Built on the legacy of the literature belonging to the field of curriculum, this study would not only help curriculum scholars to locate and understand the emerging conceptualizations in the existent conceptualizations, but also could bring in new conceptualizations that could produce a fresh and new phenomenal perspective to the field. Besides, in this study as a multi-case design, curriculum conceptualization as an umbrella term could aid in understanding the state of concepts such as teaching, learning, and knowledge in two different settings that might ultimately lead to the reinvention of the concepts and revitalization of the dynamism of the field of curriculum. In sum, the supposedly picture to be revealed in this study to represent how curriculum was conceptualized by various teachers working in different contexts would aid in understanding the curriculum on different

dimensions, establishing ways of thinking and facilitating communication among scholars in the field of curriculum. As the ultimate end, the study was supposed to be of remarkable significance as it would contribute to curriculum inquiry serving to develop a perspective for a better understanding of the concept of curriculum.

On the other hand, in practice, the study as a multi-case design could generate considerable insights and implications both for macro (curriculum plans) and meso levels (content, time allocations, instructional strategies for teaching and learning to occur) on more sound grounds since the design enables additional data collection. As a multi-case design, the study aimed to highlight the diversities and commonalities between different school types with respect to teacher conceptualizations and implementation of the curriculum. At macro level, the highlighted diversities, commonalities, and distinctions between the conceptualizations of teachers working in different types of public high schools and the teachers' practices might induce insights for the idea of contextualized curriculum development practices and curriculum implementation. In other words, the study might produce sound results which might aid decision makers at the ministerial level in how to construct curriculum development practices and search for ways to compensate for the breaches between the intended and the implemented curriculum. As was revealed in the implications of Lazarides et al.'s (2020) study in the scope of teacher education, this study also could unravel insights for the teacher education programs and in-service teacher training initiatives at the ministerial level. Besides, at meso level, practically the results of the study could help teachers establish awareness regarding their curriculum understandings, reflect on their own practices, and develop resolutions to emerging problems in implementing the curriculum dependent on factors rooted in the settings. At school level, the results of the study could also reveal insights for the organizational roles that might emerge within and around schools including students, colleagues, and the administrators (Adams, 2008 as cited in van Maele & van Houtte, 2011). In particular, administrator frequently addressed as a referent of teacher trust (van Maele & van Houtte, 2011) teacher engagement (Klusmann et al., 2008), and one of the key stakeholders in ensuring a "supportive atmosphere" (Kindiki, 2009 as cited in Kagema, 2018) are attributed to play a significant role in curriculum implementation in the literature. In this regard, the results of the study might unfold insights about the role of the administrators in

understanding teachers' curriculum conceptualizations and their practices.

Last but not least, the study holds additional significance for shedding light on the teachers' practices and the teachers' understandings during ERT. Depending on the literature, conceptualizations can be proclaimed to have a context dependent nature. Therefore, provision of the overall landscape of teachers' curriculum conceptualizations and their practices accommodated in time and space would unveil the state of teachers' understandings and practices and ensure a full cast of the story in the research settings.

#### **1.4. Definition of the Terms**

Saylor et al. (1981), viewing curriculum as a plan, located their concept of curriculum close to the classification of Lewis and Miel as "something intended," yet with an emphasis that "the intention should include both means and ends" (p. 5). The intended curriculum which is decided by the educational organizational mechanisms in most of the countries typically contains textbooks, official syllabi, or curriculum standards as well as goals and expectations established by curriculum policy makers and curriculum creators (Kuiper et al., 2013; Phaeton & Stears, 2016; van den Akker, 2003; 2010).

In this study, **intended curriculum** referred to the intentions of MoNE in terms of what the students were expected to learn, what skills, values, and attitudes to be developed, how the outcomes of teaching and learning be assessed and was framed with the official documents including the official curriculum, the teachers' committee decision minutes, the textbooks used by teachers, the content of the teaching materials, and examinations.

Secondly, he implemented curriculum, which is put into effect at the school level (meso-level), is made up of material, instructional methods, and time allocations that are designed to direct implementers in terms of how the intended curriculum should be applied (Phaeton & Stears, 2016). The implemented curriculum can be divided into two categories: the perceived curriculum, which relates to the teachers' –the primary actors- interpretation of the curriculum incorporating the teaching philosophy, work schedules, and the interpretation of what should be taught



(Goodlad et al., 1979; Phaeton & Stears, 2016; Thijs & van den Akker, 2009; van den Akker, 2003). The operational curriculum, on the other hand, is understood to be the actual educational process accounting for the teachers' experience in putting curriculum developers' ideas and their competence in doing so (Goodlad et al., 1979; Phaeton & Stears, 2016; van den Akker, 2003).

Explicitly to state, in this study, although the teaching and learning activities through the interaction process between teachers and learners together in English courses were under scrutiny, the standpoint of the **implemented curriculum** with a stronger emphasis was on the teachers' actions and initiatives taken in the classroom to translate the intended curriculum into actual. To achieve the purposes of this study, implementation was used in a twofold manner. At the outset, implementation was expected to emerge in the conceptions of teachers' embedded in their curriculum conceptualizations. This would help to understand what teachers understood of curriculum implementation when they read the text of the curriculum through their descriptions of their practices. The text of the curriculum in Pinar et al.'s (1995) view implies "a specific piece of writing," that is the curriculum itself as a "text." At this initial stage, curriculum implementation was handled in the sense of an interaction process between the text and teachers in charge of delivering it. In the following, one step further, implementation was examined as the actual interaction process between teachers and students taking place in the classroom through the teachers' teaching practices in an actualized manner and curriculum in action.

Finally, **curriculum conceptualization** in this study represented the emerging patterns of curriculum in the lived curriculum experiences of the teachers paving the way to understand how teachers made sense, identify, rationalize and legitimize the elements of curriculum. In other words, instead of asking for definitive and direct definitions, the notions, concepts and elements of the curriculum were explored through the descriptions of the teachers' lived curriculum experiences, construed and accommodated in the context they existed.

## CHAPTER II

### 2. LITERATURE REVIEW

*“All men have the stars,” he answered, “but they are not the same things for different people. For some who are travelers, the stars are guides.” (p. 117)*

*-Antoine De Saint-Exupéry  
Little Prince*

This chapter presents the literature review including information about the continuum of conception, conceptualization and concept; the concept of curriculum; types of curriculum; conceptualization of curriculum implementation; conceptualization of curriculum as a technical procedure; conceptualizing the curriculum as practical; Covid19 pandemic and the curriculum implementation; related research studies in the field; and the summary of the literature review.

#### **2.1. The Continuum of Conception, Conceptualization and Concept**

The German philosopher Hegel (1962) defines the word concept as the unity among the universal, the particular and the singular. According to this definition, the word concept is rooted in the universality moment in which the determination stays identical to itself; the singularity moment in which the particularities are identical to each other and reflect the universality (Hegel, 1962). As was cited by Stanciu (2017), a concept constitutes “a wrapping” of the universality. Considering a specific field of study, concepts provide determinant characters which would lead to an understanding via “conceptual webs,” or so called logical “trees” of the notions. Conception, on the other hand, represents subjectivity of an object or phenomenon and gives in insights related to how something is perceived in similar or different

ways by different individuals. By this way, the conceptions during the moment of the study pave the way to reach concepts both in the universality and the singularity moment. Conceptualization, though, contains the actions and processes of forming concepts which explain what is meant or not meant by the terms under interest. That is, although conceptualization and concepts seem intertwined, concepts can be mentioned to be end point of the process, the crystallization of the reality and the final landscape painted by the researcher. Ultimately, in the long run of developing concepts; conceptions, conceptualization, and concepts follow a complementary respective evolution in which developing concepts constitutes the ultimate end in the continuum.

In this study, the aim was to develop an understanding of how curriculum was conceptualized through the teachers' conceptions, which was supposed to lead to an analysis of congruency between the intended and the implemented curriculum, and which ultimately might yield concepts that would enhance the understanding of the curriculum phenomenon from the teachers' perspectives. That is, the study was planned to follow the flow of the continuum, yet with an explicit emphasis on the level of conceptualization. As was noted by Walker and Soltis (2004) conceptualization in a field of study pave the way for finding ways of thinking and talking about something with regard to naming, defining, noticing similarities and distinct features. Thereby, a well-tailored conceptualization remarkably contributes to reflect on and develop an understanding in any kind of phenomena. As a result, the urge underneath for conducting this study was to find new ways of thinking and talking about the English curriculum phenomenon through the lens of teachers' practices in the span of a contextual base.

## **2.2. The Concept of Curriculum**

The concept of curriculum was first used meaning "horse race" in Latin, that to many in the field still refers to – "a race to be run, a series of obstacles or hurdles (subjects) to be passed." In this concept of curriculum three dimensions exist. First, curriculum not only is a collection of syllabi or a list of contents but also includes aims, objectives, learning experiences, and evaluation. Secondly, "curriculum comprises of planned or intended learning," which underlines the unintended or unseen situations

that can occur in the learning environment. Thirdly, curriculum and instruction are inseparable (Marsh & Stafford, 1988). According to Oliva (2009) defining those concepts separately, although valuable, could conceal how those two systems are interdependent. They might be viewed as two distinct concepts, yet, like conjoined twins, one of them may be necessary for the other to work. In depicting the interdependent various relationships of those terms, Oliva (2009) suggests four types of models: (1) dualistic model, (2) interlocking model, (3) concentric models, and (4) cyclical model. Lovat and Smith (2003) agree that curriculum is a component of teaching, not anything apart from it, and define curriculum in the broadest sense as “an educative process as a whole,” and narrowest sense as “synonymous with syllabi, a scheme of work or simple subject.”

Likewise, Ornstein and Hunkins (2004) categorize the definitions of curriculum ranging from specific and prescriptive versus broad and general. The specific and prescriptive view mostly is represented through the notion of curriculum as “a plan” and “written document” including strategies for achieving the ends. This view was broadly pioneered by Bobbitt (1918), Charters (1929), Ralph Tyler (1949) and Hilda Taba (1962). This category of definitions relies on a linear view of curriculum having a beginning and an end and steps sequenced in advance. For instance, viewing curriculum development thoroughly as a scientific and theoretical process, Bobbitt (1918) defines curriculum as “a series of things which children and youth must do and experience by way of developing abilities to do things well and make up the affairs of adult life” (p. 42). According to J. Galen Saylor curriculum is “a plan for providing sets of learning opportunities for persons to be educated” while for Writes David Pratt curriculum is “an organized set of formal education and/or training intentions” (Ornstein & Hunkins, 2004). Hence, the most agreed major concept of curriculum in this category revealed can be said to be “a (written) plan for learning” (Lovat & Smith, 2003; Marsh & Stafford, 1988; Pratt, 1980; Saylor, 1981; Taba, 1962; Tyler, 1949).

Contrarily, the broad and general category of definitions depends on the “experiences” of the learner. This position was popularized mainly by John Dewey, Caswell and Campbell (1935). Curriculum is defined as “all the experiences children have under the guidance of the teachers.” Similarly, Ragan and Shepherd (1971)

identify curriculum through “ongoing experiences of children under the guidance of the school” putting an emphasis on the school as a “special environment helping learners to achieve self-realization through active participation within the school.” While Eisner (2002) states that curriculum “is a program which schools offer to their students” underlying the fact that it includes “pre-planned hurdles” and “an entire range of experiences within school,” Marsh and Willis (2003) consider curriculum as “all the experiences in the classroom [which are] planned and enacted,” calling for attention to the difference between curriculum as “planned by school” and “enacted” by teachers.

The other three views of curriculum are as *curriculum as a system*, *curriculum as a field of study* and *curriculum as subject matter* (Ornstein & Hunkins, 2004). In the systems view the curriculum is considered simply as a system composed of elements such people, processes, and organization interacting with each other to achieve a certain purpose. In this view of curriculum the system can be linear –a simple means-ends view; or nonlinear permitting flexibility to enter at any component, skipping parts or moving in reverse order.

Curriculum as a field of study is represented by Reid, Schubert and the Tanners, and is defined by its own foundations, domains, theory, research, and principles. In this position, the curriculum is often handled theoretically and scholarly about broad historical, philosophical or social issues instead of carrying practical concerns. Ultimately, in the viewpoint of curriculum as subject matter, the emphasis is put more on facts, concepts, and generalizations of a specific subject such as math, English, history or content, instead of generic principles and concepts existing in the viewpoint of curriculum as a field (Ornstein & Hunkins, 2004).

The pioneer scholars in Türkiye who are also known as the founders of curriculum field constituted their own definitions of curriculum that imply the influence of the time and conditions they were constructed. Varış (1988) define curriculum as all activities in line with aims of national education for children, adolescents and adults by educational institutions. Ertürk (1998) views curriculum as a system of learning experiences while Demirel (2012) as a system of activities provided through planned learning experiences for learners in and out of schools. However, Richmond (1971) refers to curriculum as a slippery notion. Ornstein and Hunkins (2004), as well,

identify the case of the field of curriculum as “elusive and fragmentary” demonstrating the dynamism of the field comprised of diverse thoughts, voices, pedagogies, and cultural experiences that indeed is not necessarily an unpleasant case. Rather, the diversity in the linguistic meanings and various terms in the field should be celebrated as reducing the terms to simplistic concepts would omit other important meanings and factors that could be relevant with learning and teaching.

Lovat and Smith (2003) confirm that it is not the major concern to arrive at precise definitions or terms of communication in the field of curriculum. Curriculum can mean different things to different people. It is used differently by principals, teachers at school; by curriculum specialists in education and exceedingly by politicians, and in each of those contexts curriculum can mean different things (Lovat & Smith, 2003). Indeed, among the studies abound in the literature, the key terms of curriculum are used in “complex and even contradictory ways in various autonomous discourses” (Pinar et al., 1995). Hence, it is important to notice the context in which the term is used as depending on the context it can be associated with diverse ideologies or beliefs about education (Lovat & Smith, 2003; Pinar et al., 1995).

In spite of the fact that diversity and various voices in the field of curriculum exist in the literature depending on the context it is used, still there is a need for more studies to reflect on issues related to curriculum particularly in our country. The fact that curriculum can mean different things to different people in different contexts, requires researchers to focus on curriculum as a phenomenon with a closer approach. Therefore, as a country where the curricula are developed in a centralized way and the same curricula are implemented nationwide almost at all public high schools regardless of the type of schools, in Türkiye more research is needed to reveal the reality of the curriculum as a phenomenon. It is supposed that what teachers understand of curriculum, how they define and how they implement it in the classroom in a centralized curriculum development system would present variety. Building upon these facts, in this study, the teachers’ conceptualizations of curriculum would yield a picture of how the curricula are conceptualized by different people working in different contexts, which would aid in understanding the curriculum, developing ways of thinking, and communicating among scholars and particularly the practitioners of the curriculum in the field.

### **2.2.1. Types of Curriculum**

As is the case for curriculum as a field, similar is the richness and diversity of ways in defining types of curriculum among experts. In this respect, Glatthorn (2000) outlines seven types of curriculum which influence the school practices to varying degrees. While recommended curriculum is sketched by professionals and scholars, written curriculum constitutes the form that is used in state and school districts. Taught curriculum, on the other hand, is the form which is attempted to be implemented by teachers in classrooms; whereas supported curriculum implies the resources which are supportive in the implementation of the curriculum such as textbooks, computers. Finally, assessed curriculum is tested and evaluated whilst the learned curriculum is the type experienced by learners; and the hidden curriculum implies unintended learning (Glatthorn, 2000; Johnson-Mardones, 2015; Ornstein & Hunkins, 2004). Eisner (2002) outlines three types of curriculum comprised of explicit, implicit, and null curricula. The explicit curriculum is the type which is claimed to be taught at schools. It includes the “educational menu” of the schools including textbooks, standards, tools, and materials. The implicit curriculum comprises of “unspoken decisions” at school, yet contributing to the operating of the explicit curriculum while the null curriculum refers to the curriculum not taught at schools but could be taught if needed.

Goodlad (1979), on the other hand, divides curriculum into five domains as ideological curriculum, formal curriculum, perceived curriculum, operational curriculum, and experiential curriculum. The ideological curriculum emerges from idealistic planning while the formal curriculum requires official approval and includes written documents like curriculum guides, syllabi, and texts. Perceived curricula, on the other hand, is the curriculum of the mind and implies what administrators and parents perceive of the curriculum; whereas operational curriculum is related to the teacher perceptions of the curriculum. What is emphasized in operational curriculum is the fact that what teachers perceive as the curriculum to be may be quite different from what they actually are teaching. As a further added domain, experiential curriculum defines the curriculum experienced by learners.

Another representation for curriculum types was developed by Saylor et al. (1981).

Saylor, Alexander and Lewis (SAL) approach curriculum as “curriculum as subjects and subject matter,” “curriculum as experiences,” “curriculum as objectives,” and “curriculum as planned opportunities for learning.” In this respect, “curriculum as subjects and subject matter” refer to the subjects or courses offered, taught by teachers; and learned by students. “Curriculum as experiences” is based on the experiences of the learners including organized subject matter. In SAL’s view, “means” referring to “how shall it be taught?,” and “ends” referring to “what shall be taught?” should be consistent with each other and the curriculum plan must be based on “all elements in the experience of learners.” According to SAL “curriculum as objectives” to be achieved is approached as the rationale of competency-based education in vocational education, and stating objectives in the curriculum is considered paramount in education. “The curriculum as planned opportunities for learning,” though, is of central significance in SAL’s classification. For an encompassing approach, besides subject matter, experiences, and objectives curriculum must provide for a plan or set of intentions because curriculum is considered as anticipatory and intended (Saylor et al., 1981).

According to van den Akker (2003), the three basic representations of curriculum as “intended,” “implemented,” and “attained” are strongly intertwined and curriculum implementation cannot be considered alone without taking into account the intended or attained curriculum. It is noted that in case of any curriculum change, the three aspects together should be taken into account for successful improvement.

All in a nutshell, the ideological curriculum provides an overview (a bird’s eye view) of “why, when, how, and what is supposed to be taught or learned” (Eisner, 2002). In a sense, it is the rationale, the epistemological perspective, and the philosophy underpinning the curriculum. The formal (Goodlad, 1979), written (Glatthorn, 2000), and official (Posner, 2004) curriculum refer to practicalities in curriculum document materials (i.e., textbooks and other materials) related to the questions of “why,” “when,” “how,” and “what.”

How this formal, official or written curriculum is translated into curriculum-in-action classroom practices constitutes the real curriculum –the operational curriculum (Goodlad, 1979; Hameyer, 2003). Regarding this transmission to the actual process of teaching and learning, the user’s perceptions serve a significant function because



how curriculum is implemented by and large is influenced by the perceptions of the implementers, in this case the teachers. Alongside, apart from teachers, the students (experiential curricula), the administrators, and parents (perceived curricula) as users also dramatically have an influence in how curriculum is implemented.

Lastly, curriculum is a context specific endeavor (Pinar et al., 1995). In a given context, learners, teachers, and resources, the concept of curriculum requires making selections of the most appropriate or justified ways converging the perspectives of “intention,” “actuality,” the “process,” and the “product.” Emphasizing the interrelatedness of the representations of the different curriculum types, Lovat and Smith (2003) note that it is the classroom level where the curriculum can both remain as an intention and/or be translated into actual as a result of the experience of the teachers and the learners. The actual can be conceived as the stage of the curriculum, the teachers and the learners as the major actors embodying and actualizing the curriculum. Therefore, implementation of the curriculum has an outstanding importance as it is the stage where the intentional is transformed into actual.

### **2.2.2. Conceptualization of the Curriculum Implementation**

Implementation, according to Ornstein and Hunkins (2004), aims to change individuals’ knowledge, actions, and attitudes. As Leslie Bishop emphasized implementation is a kind of “restructuring” and “replacement” activity. This fact still holds to be true as in every endeavor of curriculum, it is aimed to “adjust personal habits, ways of behaving, existing curricula, and schedules.” Implementation represents the interaction process between curriculum specialists who developed it and the ones who are in charge of delivering it.

However, in spite of the great budgets invested in the construction of curricula, most of the failures seem to stem from implementation. Though curricula built as projects seem to be quality, as innovative acts most of the curricula fail to achieve their purposes. Among a myriad of problems in the failure of the curricula, according to Ornstein and Hunkins (2004) are: (1) those in charge of the efforts have little or distorted understanding of the culture of the schools, (2) many innovative acts are designed by experts outside school, and (3) educators have been impatient, expecting quick results to please legislators and public expecting quick fixes (pp. 299-300). In

this respect, Sarason asserts that there are two major requirements for successful implementation (as cited in Ornstein & Hunkins, 2004). Firstly, implementers need to have sound theoretical information particularly about organizational change and theory of knowledge. Secondly, the implementers must be equipped with information, and support on how to deal with change in particular social institutions. As Pinar et al. (1995) asserted “education is context specific,” it should be noted that successful implementation requires implementers and curriculum specialists to grasp the nature of the context in which the curriculum would be delivered.

Furthermore, as Ornstein and Hunkins (2004) suggest, successful implementation of curricula requires “planning processes, addressing needs, and resources requisite for carrying out intended actions.” That is, whether in the technical or nontechnical camp, for successful implementation of the curriculum “planning” constitutes the milestone. Planning is based on the factors of “people,” “programs,” and “processes.” The thing is that those factors are inextricable and intertwined. Tackling with one factor and ignoring the rest thereby would lead to a dead end and failure of the implementation. However, stated by Ornstein and Hunkins (2004), most of the school systems ignored the “people factor” - mainly teachers- and invested in time and money for the “program” and “process” factors. Without the people factor, the processes and the program lose both meaning and quality, thereby the curriculum is doomed to failure. However, tough would surprise many readers, Ornstein and Hunkins (2004) refer to the fact that most of the teachers are deprived of a sound understanding of what curriculum is and how it is created. Yet, as from the beginning to the end curriculum is comprised of a decision-making process, the participants - in our case the teachers- should be engaged in understanding the curriculum, as well. Curriculum as a field is complicated, and teachers as major implementers at schools have to make decisions about “what ought to be taught” and “experienced” by students, which is quite a debatable and difficult task to deal with. At the same line, curriculum specialists, the teachers, and other responsible people in charge of putting into action the curriculum must legitimize their thoughts and purpose of curriculum (Ornstein & Hunkins, 2004). The case of teachers in asking and answering the question of “what should be taught?” is no simple task as whatever the decision is, they must be sure that it certainly has value. The same case exists for the decision of inclusion of an activity. Ultimately, our point of view is that every curricular

decision must be legitimized. To achieve this purpose, teachers as curriculum participants must be engaged with, and understand the nature, the assumptions and the rationale of the curriculum.

Doll (2002) suggests that curriculum is currently understood as a process or “method of negotiating passages” –between ourselves and the text, between ourselves and students, and among all three. According to the reconceptualist Pinar et al. (1995), the term text (discourse) refers to the scholarly language of the field. That is, in narrow meaning the text implies a piece of writing, and in broad terms it refers to social reality. Considering the fact that the “intended,” which is the officially written formal curriculum; the “implemented,” which is the operational curriculum dealt by teachers, and attained curriculum representing the experienced curriculum by students are confused at the outset, in this study it is aimed to portray the teacher conceptualizations of the curriculum and how those conceptualizations comply with the implementation of the current curriculum at school level.

### **2.2.3. Conceptualization of Curriculum as a Technical Procedure**

This conceptualization is greatly influenced by the works of Bobbitt, Charters, Tyler, Taba, and the other behavioral psychologists (Molla et al., 2022; Ornstein & Hunkins, 2004). While the efforts of Bobbitt and Charters helped the foundation of the concept of curriculum as a field, the models developed by Tyler and Taba significantly gave direction to the field and gained the field the concepts which even today stand as a fundamental baseline in promoting the studies in the field and examine the evolution or derivation of those concepts.

Cognizant of all those valuable contributions, curriculum as a technical procedure, is extensively associated with Tyler’s rationale based on the fundamental four stages: identifying the purposes of school (general objectives); selecting educational experiences (learning experiences that would furnish the attainment of the objectives); organizing educational experiences (ideas, concepts, values, skills that could be used as content and means of instruction); and evaluation of the purposes (indicator of effectiveness of planning and actions) (Ornstein & Hunkins, 2004; Tyler, 1949). The emphasis in this conceptualization is on the output instead of the process or the practical. The major characteristics of this understanding are made up

of objectives, content, learning experiences, and evaluation and is based on a means-ends approach. Curriculum in this conceptualization is viewed mostly as a plan so as to cultivate the learning, create a structured learning environment, and aiming to gain optimal efficacy and efficiency in the delivery of education (Ornstein & Hunkins, 2004).

The technical procedural curriculum is also conceptualized by Pinar (2004) as a linear method for prescribing the students' behavioral performance on the basis of the standard national evaluation system neglecting the context, norms, and the ethical foundation of education.

The technical procedural curriculum was highly criticized for restricting student autonomy and dialogic interaction of the teacher with the learner positioning the teachers merely as technocrats and dissociating the teachers' content and methods, which is oppressive for the teachers since it restricts their pursuit of professional development (Ornstein & Hunkins, 2004; Pinar, 2004; Stenhouse, 1975). As Molla et al. (2022) indicated, in such an approach the teachers are regarded like "proofreaders" curriculum.

#### **2.2.4. Conceptualizing the Curriculum as Practical**

Being positioned as post moderns, the advocates of curriculum as practical oppose to the logical positivists. The academics who preserved the foundations of this conceptualization were John Dewey (1938) and McKeon. The successor scholars of this conceptualization furthered and revitalized the idea of "method" revealing the need to address curricular and educational concerns (Kelly, 2004; Molla et al., 2022; Reid, 1988; Schwab, 1969; Wraga, 2002).

Positioned, and rising as an opposition to the technical procedural curriculum, curriculum as practical rejects the means-ends logic, objectivity and universality, and compartmentalization of learning into precise steps or domains like cognitive, affective, and psycho-motor. In stark contrast to the technical procedural conceptualization, curriculum is based on the interaction between the teacher and the students. The central point in this conceptualization is the learner instead of subject matter. Individuals are considered intimately immersed in the phenomena and

therefore curriculum development and implementation cannot be considered separating the individuals involved in it, which means that curriculum cannot be decontextualized. This conceptualization is most likely to support learner-centered practices (Ornstein & Hunkins, 2004).

Schwab (1969) pioneering curriculum as practical emphasized the context-based specific knowledge instead of the abstract theoretical knowledge, the value laden nature of the curriculum mirroring the sociocultural and political values of the community and the individuals. The “practical” of Schwab’s (1969) is based on six processes including public sharing; highlighting agreements and disagreements, explaining positions, highlighting changes in the positions, negotiating points of agreement, and adopting a decision (Kelly, 2004; Ornstein & Hunkins, 2004). Because it avoids a prescriptive technique of curriculum development and implementation and is based on practical methodologies in decision making processes, according to Pinar (2004) this conceptualization serves as an emancipator for professional freedom and ethical responsibility.

### **2.3. Covid19 Pandemic and the Curriculum Implementation**

Emergency Remote Teaching (ERT) unlike online teaching and learning, that is based on diligent instructional design and planning, is defined as a “temporary shift of instructional delivery to an alternate delivery mode at the time of crisis” (Hodges et al., 2020). As there was not a preparation period as a result of the outbreak of Covid19 pandemic, in this part of the study, the teaching practices carried out at that time are debated in the scope of ERT instead of online teaching and learning.

Curriculum similarly to all dynamic phenomena, took its share during the time of the pandemic. During this crisis, similarly to the case of all the teachers in the world, teachers in Türkiye as well, were compelled to rapidly reorganize their lessons and transfer all their teaching practices into the digital platforms. EİN (Education Information Network [in Turkish EBA]), Google Teams, and Zoom were the three main digital platforms used at the time to provide instruction. Both synchronous and asynchronous courses were utilized as means of instruction. Asynchronous lessons were provided particularly for the learners without digital equipment and network, through public broadcasting channels (Avci, 2023; Rap et al., 2020; Yi & Jang,

2020). Considering the abounding literature on teacher experiences during ERT, teachers were understood to have encountered many challenges.

The main factors prevailing teaching practices were poor, limited internet access (Avci, 2023; Bakioğlu & Çevik, 2020; Sari & Nayir, 2020; Wilder, 2020); poor inadequate infrastructure (Bayburtlu, 2020; Sari and Nayir, 2020); the technical difficulties (Joshi et al., 2020); lack of technological support, lack of adequate knowledge and experience about distance education (Sari & Nayir, 2020; van der Spoel et al., 2020); lack of knowledge about technological tools, and technological pedagogical content knowledge of teachers pertinent to the areas of subject (Rap et al., 2020). In the same vein, teachers' perception of technology was regarded as another important factor that might have impaired teachers' practices during ERT (van Der Spoel et al., 2020). Also, inadequate training (Baran, 2014; Hadar et al., 2020), lack of expertise and skills to facilitate teaching with the application of ICT and insufficient amount of time to grow familiarity with technology (van der Spoel et al., 2020) appeared to impair teaching practices.

As a result of the challenges experienced, teaching during ERT was characterized as mechanical or monologue teaching. Teaching was defined as knowledge transmission, and the phenomenon of ERT was classified as “fragmented teaching lacking the wing of pedagogy” (Avci, 2023). The study put forward that in the context of Türkiye, after technical problems such as lack of internet infrastructure and the digital divide among learners; ERT execution decisions including teaching through cameras off policy and changing decisions about assessment were observed as the major factor influencing teachers' practices. As a result of the execution decisions of ERT, motivation of the learners, rapport between the teachers and the learners; use of learner-centered teaching methods and feedback mechanisms were found to have shattered.

However, recognition of the value of z-books (written and visual materials that are presented as enriched content on digital platforms) as environment friendly, cost effective, and practical; enhanced learning for some of the learners and time management were rendered as the positive aspects of ERT (Avci, 2023).

Although the teaching practices of teachers seemed to have been influenced

drastically in ERT worldwide, the degree and direction of change in the teaching practices can be deemed to rely on contextual realities to a large extent. Hence, as was briefed by Avci (2023) that shifting practices of teaching could display variations among the subject areas including planning, flow of the lesson, and the teaching methods utilized, the nature of the phenomena and the context it accommodates in, should be deeply understood to infer sound bases to be discussed and to understand the reality as it is.

Therefore, in this study, the consequences of Covid19 pandemic on curriculum implementation were examined carefully considering the realities of the country at the time of the pandemic.

#### **2.4. Research Studies Highlighting the Conceptualization and Congruency of the Curriculum**

Eisner (1996) asserts that sketching conceptual ideas alone is not sufficient enough to advance the case of curriculum theory. He purports that conceptualization together with empirical research studies are needed in order to advance or enrich curriculum theories. In this respect what Beauchamp (1975) suggests is in true correspondence with Eisner (1996). It is accentuated that conceptualization and relationships of the fundamental systems of curriculum are essential to advance curriculum theory. Regardless of what different constructs are used, curriculum theory relies heavily on defining constructs and establishing their relationships followed with intensive research processes to the theoretical and practical issues of the curriculum. In this respect, in order to provide a short outline about what gaps were filled and what further gaps await for exploration, below the review of the empirical research studies conducted abroad and in Türkiye are presented in a chronological order.

##### **2.4.1. Studies Conducted Abroad**

This part aimed to present the studies conducted abroad. The review of the literature in the scope of the studies conducted abroad revealed the landscape of the term conceptualization in education, and the congruency studies based the intended curriculum and the teachers practices (the implemented curriculum). In the scope of the accessed literature 16 prominent studies were accessed highlighting the landscape

of the conceptualization studies abroad and holding particular significance in establishing the bases of this study. The studies were presented in a chronological order to demonstrate how basically the term “conceptualization” and “congruency” have been handled in the literature in line with the purposes of the study.

Firstly, Cogan et al. (2008) studied the conceptualization of measurement of curriculum. As a survey design study conducted by The Third International Mathematics and Science Study (TIMMS), teachers and school administrators were surveyed and traditional assessment of students of 8<sup>th</sup> grade in 40 countries were investigated. In this respect data were collected and analyzed defining the 8<sup>th</sup> grade mathematics and science curricula in the frame of textbooks, classroom instruction and commonalities across countries. The data were analyzed in a circular manner in two years. Both quantitative and qualitative data analysis methods were employed. First analysis was conducted in a conference sponsored by NCES, in May 1991. A seminal draft was prepared commenting on the frameworks by US educators together with educators coming from many countries. In the following year a revised draft was circulated to the participant countries’ TIMMS representatives. The curricular documents were coded by representatives taking a training session provided by the authors of the framework. Two major conclusions were arrived. Firstly, mathematics and science curricula were defined differently by different countries. The differences were manifested in in each of the curriculum instantiations as content standards, textbooks, and teacher instruction. The second conclusion warranted was that although countries might aspire for a curricular alignment across those instantiation, apparently there remained variations in the definition of what the 8<sup>th</sup> grade mathematics curriculum was comprised of. As a result, the study approaching curriculum from the perspective of assessment led to significance of the “cultural context” in which those instantiations were expected to operate. That is, the study underlined the fact one more time that adopting the curricula from an alien culture in a “wholesale fashion” is a fallacy, and that careful analysis is needed to translate the curricula into each country’s unique cultural contexts in education.

As part of a project, Metz (2008) approached curriculum from elementary teachers’ perspective on the challenges of using a science reform curriculum together with their learning in interaction with the curriculum and parallel professional



development program. In the study which was an embedded case study design, though not mentioned directly, criterion sampling seemed to have been utilized as the researcher selected the participants based on some predetermined criteria such as year of experience, knowledge of area, educational background. Monthly teacher meetings wherein each teacher described an issue/challenge in using the curriculum were conducted. The teachers' curriculum conceptualizations over issues were analyzed over five points in time, two in the fall of one school year and three in the spring of the next alongside the exit interview data. Throughout the time span, teachers' thinking ways of issues or challenges raised as problematic in the boundaries of Dewey's sense of catalyst were examined which ultimately led to fruitful reflection supporting learning. Alongside the understanding science as a way of knowing, their thinking also was analyzed against S. Carey and C. Smith's (1993) scientific knowledge- construction continuum from "knowledge unproblematic" to "knowledge problematic." As a result, the study revealed variations among four cases with respect to what was conceptualized as problematic such as inferences to the observations, practice of science, resources in the professional development sessions despite the teachers were all working essentially the same student population, using the same curriculum and participating the same professional development program. Another problematic was identified as students' inherent cognitive limitations, locus of control, and construction of scientific knowledge.

Brauer (2010) on the other hand, searched answers for why the English teachers in secondary education in the United States predominantly make use of paper-based canonical texts. As an important component of curriculum conceptualization and implementation, teacher beliefs in this regard were taken central which uniquely are considered to be a resilient form of meaning making. As an ethnographic research project it was aimed to explore how teacher beliefs influence construction of and purposes for English texts in a secondary English department. Data collection methods were participant observation, interviewing, and archival record. Data sources included field notes from classroom observation, transcripts from staff and faculty interviews, memos detailing lunch conversations, informal conversations; research memos reflecting on-going analysis, and curriculum artifacts encompassing formal curriculum documents, classroom materials and handouts, portal web-sites, and classroom décor. In sum, it was concluded that the function of literature was

considered as college preparation and cultural literacy which is described as “haunted” by traditional ways of knowing. Additionally, the analysis of the data yielded that teachers did not have a “pressing reason or crisis” in Thomas Kuhn’s words, that would push the department to create new texts and contexts.

Another study evolving around the term “conceptualizations” was Ridway and Quinones’ (2012), that aimed to explore pre-service teachers’ conceptualizations of play based curriculum. Although the design was not given directly, it was understood that the study might be a side result of an action research project. The teacher educators as part of a reflection on a unit named as Play and Pedagogy, based on the voluntary contribution of the students asked twenty-six students to create a conceptual play model for use in practice. The students created a play model to be used in practice giving in evidence of play observations, analyses, and planning in a placement center. While doing this job, students were asked to reflect on active institutional practices and comment on theoretically on their model which actually gave in evidence of a play observation that the students experimented with using their model. Lastly, the students were asked to explain why their model was pedagogically sound from the child’s perspective. Those tasks were carried out in a dialogue circle via e-mails. The data were analyzed through a discourse analysis which aided in identifying common conceptual elements. As a result it was found that the conceptualizations of students focused on play curriculum as a pedagogical approach emphasizing their status as educators more than considering the child perspective. In other words, the study yielded results in terms of how pre-service teachers see children, how they create, improvise, and imagine what the child’s and educators’ perspective is.

As a study of “congruence,” aiming to investigate the impact of a national reform in Sweden about mathematical competency, Boesen et al. (2014) focused on understanding whether the message in the national documents were interpreted adequately to have an impact on classroom practice. In this qualitative study, using interviews, classroom observations and online surveys applied to almost 200 teachers for data collection, the results indicated that the message of the reform was received positively by the teachers, yet the functional knowledge of competence in the reform document was not sufficiently received to adapt their lessons in accordance with the

reform. The authors concluded that having only high-stakes exams is not enough to have the intended impact in classroom practices. Therefore, for complex reform messages to be received effectively, special consideration must be put on the clarity of the message.

Differently, the study conducted by Nasser et al. (2014) examined the degree of alignment between teacher-developed curricula and the national standards in Qatar. The specified sources of data gathering were teacher questionnaire responses, interviews, and expert evaluation of how well teacher-developed materials aligned with the curriculum standards. Results showed that activities and artifacts closely matched the objectives of units and lessons in each of the four subject areas of Arabic, English, mathematics, and science. These instructional components also demonstrated adequate agreement with the criteria in terms of content, breadth, developmental level, and cognitive level. However, assessments revealed a major lack of developmental level and scope alignment with the standards, particularly for each of the four subject areas' cognitive level alignments.

On the other hand, Mereku and Mereku (2014) investigated the congruence between the intended, implemented and attained ICT curricula in six African countries (Cameroon, Côte d'Ivoire, Ghana, Kenya, Senegal, and South Africa). In this research project, PanAf observatory (at [www.observatoireict.org](http://www.observatoireict.org)) was used to obtain the data. It was found out that ICT was regarded as a subject of learning in both the intended curriculum and the teachers' practices, not as a means of learning.

Additionally, examining the role of teaching decisions in curriculum alignment, Thomas and Yoon (2014) conducted a case study. Considering a teacher's lesson that was intended to be on MEA on graphical antiderivative, their analysis revealed lack of alignment of the written intended and implemented curricula. Based on their analysis, the causes of the misalignment could be stemming from the teacher's opposing resources, orientations and ambitions and how these affected his/her pedagogical decisions.

Another study conducted by Pagana et al. (2015) aimed to identify the type of discrepancy between the intended curriculum of mathematics and the teachers' practices (the implemented) at ordinary level in Zimbabwe secondary schools. As an

ethnography design, the study's primary focus was on teaching strategies, the intended interpretation of the "0" level mathematical curriculum; and the problems with assessment and classroom discourse in the teaching and learning of "0" level mathematics. In the province of Mashonaland, a sample of highly professional teachers was purposefully and randomly selected from a group of sixty qualified mathematics teachers. Data were gathered using document analysis, focus group interviews and lesson observations. However, based on the results, it did not appear to indicate that "0" level mathematics curriculum's requirements were actually being met in the classroom setting.

Nordin and Sundberg (2016), on the other hand, addressing the effects of Europeanization on national curriculum reforms using the data from the Swedish obligatory school positioned and debated the concept of competence on a transnational curriculum convergence. The analysis demonstrated that several key concepts in the European policy texts were being reconceptualized and given a different meaning when recontextualized in the national arena. It was also indicated that the Swedish compulsory school reform converges to the broader European knowledge discourse on the underlying philosophical ideas.

Phaeton and Stears (2016) reporting a part of a larger study examining the alignment of the intended, implemented, and the attained curriculum in the scope of the Zimbabwean A-level Biology curriculum by examining how teachers have interpreted the curriculum found a mismatch between the implemented and the intended curriculum. In this interpretive study, conducted with five teachers drawn from four high schools in Zimbabwe, the causes of the mismatch was found to be brought about by teachers' misinterpreting the intended curriculum. It was indicated that teachers were unable to decipher the science process skills from the curriculum text due to lack of knowledge about those skills. They viewed the curriculum through the viewpoint of exams and were hesitant to interact with the intended curriculum to comprehend the goals for the practice. This resistance was found to be reinforced even more by the curriculum's poor design.

Hawick et al. (2017) in their study took into hand the term "conceptualization" with regard to the problem of curriculum reform which was considered as "substantial changes to the form and delivery of the curriculum." Therefore, the purpose of the

study was to uncover the probable misalignment between existing conceptualizations of curricula and curriculum medical education. To achieve the purpose of the study an exploratory case study of curriculum reform in a real life context was conducted and the “wicked problem framework” was utilized. Data were collected from 17 interviews with senior faculty members involved in curriculum reform in one medical school. Additionally, document analysis was done including 50 documents and files, to provide background, context, and aid triangulation to the study. The results evolved around on two main analytic themes. First, different views and values are held towards the curriculum reform which yielded various influences on the process and outcomes of reform. Second, solutions’ brought up created consequences surpassing the anticipated advantages of curriculum reform. In sum, the actors involved in reform must be reflective and alert to the resilient challenges of wicked problems.

In the study Janemalm and Quennerstedt (2019) investigating the conceptualizations of movement in the Swedish physical education curriculum through a discourse analysis, six policy texts were studied using a discourse analytic methodology. The study was positioned within the tradition of Swedish curriculum theory. The findings pointed to three distinct interpretations of complex movement discourse: advanced with a broad meaning; context-dependent and related to sports for older students; and knowledge dependent where several perspectives on knowledge exist. The debate points brought up as a result of these findings referred to the variety of potential meanings given in the policy, the relationship between knowledge and comprehension; and the likelihood of various audiences in interpreting the text differently. The study concluded that there were different assumptions of complex movement and inquired whether a wider agreement was required.

Pak et al. (2020), on the other hand, approached curriculum implementation from the perspective of adaptive challenges. Based on the analysis of case studies of four districts where new English language Arts and mathematics curricula have been adopted, this study was stated to aim to assist teachers’ practices to align their practices. The study employed the interviews with district leaders, principals, instructional coaches, and teachers to demonstrate how the technical strategies did less to address the adaptive issues prevailing teacher from drastically altering how

they teach to be more closely related to the standards to meet the needs of the learners. The study implied that although in the short term it may be appealing to successfully handle an adaptive challenge merely with technical remedies; in the long term those issues will recur unless leaders institutionalize the adjustments according to the fundamentals of their organizations.

To examine the coherence of curriculum standards, examinations and teacher instruction in Tanzania and Uganda, Atuhurra and Kaffenberger (2022) employed the Surveys of Enacted Curriculum. The study revealed that all three elements demonstrated significant levels of incoherence. For instance, in Uganda, just four of the fourteen English curriculum standards themes were found to be included on the primary leaving exam, and two of the standards' most important subjects were entirely left out of the exam. Teachers frequently were covering vast amounts of material and cognitive demands that were not well matched to the curriculum requirements and examinations. On the other hand, Uganda in mathematics emerged as an outlier, where standards, tests, and teachers' practices were all closely matched.

Ndomondo et al. (2022), as a conceptualization study, focused on examining the history teachers' conceptualization of competency-based curriculum and how they apply it in their teaching practices in lower secondary schools in Tanzania. Data were gathered via semi-structured interviews with history teachers in Tanzanian secondary schools utilizing a hermeneutic phenomenology design. Additionally, teaching procedures were observed and themes were used in data analysis. As a result of the study, different conceptions of competency-based curriculum and the nature of history as a subject were found. However, teachers were unable to fully combine their knowledge of history and the curriculum to alter the way they taught in order to help students develop competences. Ultimately the study suggests educational authorities responsible, to enhance teachers' comprehension of curricular changes and history instructional methods.

Finally, Molla et al. (2022), aiming to review the practitioners' conceptions and the participation in the curriculum development and implementation process, made use of many empirical studies conducted in Ethiopia and the researchers' reflections on their personal experiences as the sources of this review. The findings showed that the practitioners' predominant understanding of the curriculum was in line with the

technical procedural curriculum conception. Academic credentials, the exercise of power, and the inability to view the curriculum as practical and phenomenological were identified as some of the difficulties faced by practitioners in participating in the curriculum development and implementation process.

#### **2.4.2. Studies Conducted in Türkiye**

In this part, the studies in the national literature were presented. Depending on the review of the national literature, it was encountered that studies pinpointing directly curriculum conceptualization and/or curriculum implementation were either quite scarce or remained as vacant areas to be studied. Therefore, in the frame of the accessed literature, to present an overview of the conceptualization studies, nine studies focusing on varied aspects such as conceptualization in relation to strategies and teaching methods; curriculum philosophy/approach; role of the teacher; state of knowledge; and curriculum definition are brought forward in a chronological order to submit a perspective relevant with the purposes of this study.

In his study, Turgut (2008) aimed to examine prospective science teachers' conceptualizations about Project-Based Learning (PjBL). Seventy-five prospective teachers participated to the study and carried out projects in groups of four-five about science-technology-society issues which lasted for ten weeks. In the study which is defined as an interpretive design, multiple data sources were used such as the Process Evaluation Questionnaire (PEQ) with open ended questions prepared by the researcher, project portfolios, and presentation notes. PEQ was administered to participants following the completion of the projects and presentations to explore their thoughts and experiences relevant with PBL. The project portfolios prepared by participants is the second data source before final presentation. Questions, planning, organization, data sources, data analysis, conclusions drawn and sources used in the portfolios were evaluated parallel to the analysis of PEQ. As for data analysis open coding was administered to PEQ and based on the concepts emerging in PEQ, the portfolios together with presentation notes were evaluated holistically. The results of the study indicated that prospective science teachers developed an understanding based on their experiences in the context of PjBL to differing degrees. First of all, the conceptualizations of students revealed that the driving questions of the projects

should be exploratory but simple and relevant with daily life also mostly focused on common misunderstandings. Secondly, the prospective teachers conceptualized PjBL as a “detailed exact plan,” “an elastic plan,” and “no predetermined plan” presenting the variety in the experiences of them. In terms of the skills required, concepts emerged as being objective, carrying out systematic and planned process, having effective communication skills, creativity, critical thinking, openness to multiple views, proficiency in research techniques, and establishing group harmony.

Kılıç and Yelken-Yanpar (2013), on the other hand, aimed to examine Belgian and Turkish pre-service teachers’ conceptualizations about mathematics through metaphors as in the literature metaphors are reported to be one of the tools used in explaining complex concepts and facts of education. The focus of the study concentrates around what type of metaphors are used to express mathematics and whether differences exist in this regard in two different countries. Seventy-nine pre-service primary teachers (37 Belgian and 42 Turkish) contributed to the study. The data were collected via a questionnaire in which students were asked to write their own metaphors about mathematics and then sketch an illustration to aid the statement and explain the metaphor written. A methodology of metaphor analysis including five sequential phases (listing, coding, reorganizing, categorizing, labeling, and calculating inter rater reliability) was used to reduce the complexity of qualitative data analysis. A 98% inter rater reliability was reported. As a result, it was revealed that four categories of metaphors emerged including gesture, animate, inanimate, and emotion. Also, differences were discovered between Turkish and Belgian participants’ metaphors. The analysis of the data gathered from Belgian participants yielded animate metaphors for expressing mathematics whereas the Turkish participants’ revealed mostly gesture and emotion metaphors.

Different from the previous two studies, Günay and Yücel-Toy (2015) investigated the term “conceptualization” of teacher trainers having experience in genuine practice. The aim of the study was defined as to ascertain how teacher trainers conceptualize constructivist education via metaphors. The study which was designed as a phenomenology was conducted at 71 Faculties of Education in Turkey encompassing programs in the Department of Educational Sciences with 323 teacher trainers for which purposeful sampling method was employed. The participants were



sent e-mails including a statement form to be completed comprised of the statement “constructivist education is similar to..., because.” The data of the study was analyzed through content analysis using the framework by Yıldırım and Şimşek (2013). The study revealed that no noteworthy differences existed between departments and programs, and that constructivist education was conceptualized generally as providing an opportunity to learn by doing and living, constructing new knowledge using prior knowledge, and guiding the students to discover and learn how to learn. Comparing the themes it was found that Piaget’s cognitive constructive theory comprised the basis of the teacher trainers’ conceptualizations.

Another study conducted with pre-service teachers was carried out by İnceçay (2015). The purpose of the study was to investigate the abstract knowledge of pre-service teachers regarding the foreign language classrooms via exploring their belief systems through metaphor analysis. The study also aimed to investigate whether the practicum had an impact on metaphors used by participants. The study as an exploratory design was conducted with two pre-service teachers. The data collection tools included a metaphor completion task, a semi-structured interview, and follow-up e-mails. As a result, it was warranted that pre-service teachers carry their previous knowledge and they enter the education not as a tabula rasa, and that practice gained in practicum influences the metaphors used.

Similarly, Kavanoz (2016) aimed to uncover the conceptualizations of pre service language teachers about English as Foreign Language (EFL) teachers. The study also aimed to reveal whether and how the metaphors used by teacher candidates represented variation through different phases during their education. The data obtained from 94 pre-service language teachers was analyzed through the taxonomy of metaphors developed by Oxford and her colleagues (1998). The analysis of the data revealed that participants’ views of teacher as a professional responsible for social order and culture transmission gradually left its place to learner centered metaphors. The results supported the assumption of class level differences on prospective teachers’ thinking about teaching and learning. As a result, the conclusion warranted was that the transformation is indicative of how professional identities of prospective teachers is perpetually constructed and reconstructed during education.

With a slight difference from Kavanoz (2016) Asmalı and Çelik (2017) focused on conceptualizations of teacher roles. In their study it is aimed to uncover the conceptualizations of a group of EFL teachers' regarding their teacher roles through the use of metaphorical images to answer the research question of "how do EFL teachers conceptualize their roles through metaphors?" Data were collected from 24 EFL teachers with varied experience in teaching via a metaphor elicitation task probing for the statement "An English teacher is like..., because..." Despite lack of knowledge regarding sampling method, it is reported that the data were analyzed through a theory-driven, deductive content analysis using the ESL teachers' role categorization by De Guerrero and Villamil (2000). The analysis revealed that the data matched with six categories out of nine, and a new category emerged that did not fit the original categories. Depending on the interpretations of teachers which yielded the philosophy of the teachers, the dominant metaphors revealed that teachers' conceptualizations with respect to their roles were more traditional and teacher centered and the variety of metaphors was interpreted by researchers as the "multi-dynamic nature of teaching."

The only study directly referring to "curriculum" accessed in the national literature was conducted by Gültekin (2017). The study though stays only at a definitive status of curriculum presents a perspective which is noteworthy to mention. In the study it is aimed to identify the metaphors the primary school teachers make use of regarding "curriculum." The study aimed to identify the metaphors of primary teachers and then explore whether there was a statistical difference among departments in using those metaphors. Though the study was reported to be designed as qualitative, it was found out that quantitative methods of data analysis were employed as well. With respect to data collection instruments a questionnaire was prepared including two parts. The first part comprised of personal information (gender, seniority, field of study) while the second part comprised of open-ended questions such as "curriculum is like ...; because ..." Two hundred primary school teachers from 16 primary schools in Eskisehir contributed to the study. Content analysis was used for the analysis of the perceptions of teachers about the concept of curriculum. In order to reveal whether the merging categories differed according to the departments of the primary school teachers, chi-square tests was used from descriptive statistics. The study revealed that metaphor categories comprised of "set of elements to be prepared

carefully, a changeable structure, directive, pressure element, multidimensional, complex structure, and indispensable element.” As a result it was found that teachers had positive thoughts with respect to curriculum, and that the metaphors used significantly differed based on departments.

Finally, Kavanoz and Akbaş (2017) focused on EFL teachers’ conceptualizations and instructional practices of critical thinking (CT). In this respect, the study aimed to understand teachers’ knowledge, understanding, and attitudes of CT in EFL processes and how they incorporate critical thinking in their lessons as well as the obstacles encountered in using CT in teaching processes. The study designed as a phenomenology was conducted with the participation of five teachers and for data collection methods in-depth interviews and participant observation were used. A semi-structured interview schedule was prepared while the observation notes were kept as field notes. Additionally, mini pre-post reflection interviews were conducted after the observations and the questions were formulated based on the teachers’ performances during the observation. The findings revealed that the teachers had adequate knowledge about CT and that they incorporated certain techniques to cultivate CT in language learners as well as a self-evaluation form.

## **2.5. Summary of the Literature Review**

The concept of curriculum originally referred to as “horse race” in Latin, in time through its journey has evolved, been defined and redefined by many scholars in the literature. Initially referring to the main definitions, the concept of curriculum in its most encountered form was presented through specific and prescriptive versus broad and general classifications. Curriculum, still defined as elusive and fragmentary by some parties which also is posed as a criticism to field was discussed on the basis of the field’s dynamism. Referring to the dynamism of the field and the concept of curriculum, initially types of curriculum were introduced. In this regard mainly outlines belonging to Glatthorn (2000), Eisner (2002), Goodlad (1979), and Saylor et al. (1981) were explained. Secondly, curriculum implementation was referred to simply in relation to how curriculum implementation was conceptualized, the reasons posed by Ornstein and Hunkins (2004) in the failure of curriculum implementation. Simply to put, curriculum implementation, defined as a dialogue

that takes place between the people in charge of delivering it and the curriculum developers, required vigorous theoretical knowledge, knowledge and support on how to handle change, and understanding the nature of the context in which the curriculum will be delivered to be successful. According to Ornstein and Hunkins, though, successful implementation was based on “planning processes, addressing needs, and resources requisite for carrying out intended actions.” However, teachers were found to lack a robust understanding of what curriculum is and how it is constructed. In this regard, the need to bridge the gap between the teachers and the curriculum was discussed in order to legitimize an effective curriculum implementation. Thirdly, conceptualization of curriculum as a technical procedure was described, which was heavily influenced by the ideas of Bobbitt, Charters, Tyler and Taba as well as other behavioral psychologists. Being based on a means-ends approach, this understanding was characterized by objectives, content, learning experiences, and evaluation attempting to improve efficacy and efficiency of the way education was delivered. The understanding was harshly criticized for constraining student autonomy, the relationship that exist between the teacher and the students, and portraying teachers simply as technocrats. Additionally, defined as a linear method by Pinar (2004), this understanding was regarded as ignorant of the context, norms, and the ethical foundations. Regarding the concept of curriculum in the literature review, finally, conceptualizing the curriculum as practical was discussed. The underlying principle in this paradigm was preserved by John Dewey and McKeon. Based on Schwab’s “practical” it is built on six procedures including public sharing, identifying agreements and disagreements, explaining viewpoints, highlighting changes in positions, discussing points of agreement, and making a decision. The foundation in this understanding is based on the relationship between the teacher and the students. The learner is the focal point and the individual cannot be separated from the curriculum development and implementation processes. As a result curriculum cannot be decontextualized.

Apart from the general literature regarding the purposes of the study, considering the context the study was conducted, Covid19 pandemic and the curriculum implementation was taken into hand to protect the study’s authenticity. Even while it appeared that ERT had a significant impact on teachers’ teaching methods all over the word, the extent and direction of that shift could be largely attributed to the

factors existing in the context.

After discussing the general literature pinpointing the study, the empirical research studies in international and national literature were presented. The **international literature** which included sample studies of teacher conceptualizations and pre-service teacher conceptualizations led us to a striking fact that conceptualizations have a context bound nature. All the studies discussed in this part underlined the fact that conceptualizations were remarkably significant indicators in defining a phenomenon, influencing ways of knowing, determining issues or problems and delivering curricula depending on the contexts. In other words, the results indicated that conceptualizations influenced the way we think, act, and do and that curriculum conceptualizations were fermented in the cultural contexts they exist. Overlapping with this fact, already in this study it was decided to explore the case in two different settings to uncover the variety veiled by contextual characteristics. Also, considering the literature, conceptualization was handled in relation to the measurement of curriculum, curriculum reforms, issues of curriculum, and so on. So, it was encountered that curriculum conceptualization had been handled with more a fragmented approach of curriculum elements which is identified as a gap. Therefore, in this study, curriculum conceptualization of English teachers were examined including the philosophy, content, learning experiences and assessment procedures of the curriculum that can be said to be a more holistic approach accounting for the fact that the elements of the curriculum are intertwined. Secondly, on the basis of the congruency studies, the literature was seen to promote the relevance mostly invigorating the congruence between the intended curriculum and the teachers' practices (implemented curriculum) and/or the attained curriculum rather than the congruence between curriculum conceptualizations and the intended curriculum and/or teachers' practices (implemented curriculum).

Considering the scarcity of the studies that would aid to develop a dimension to see the teachers' practices through their curriculum understandings, and the aforementioned characteristics of the studies dealing with the term "conceptualization," to fill a gap in the literature, the purposes of this study were identified so as to explore curriculum conceptualizations of English teachers; and to examine the congruency of those conceptualizations with the teachers' practices in

the implementation of the curriculum in different settings.

Regarding the **national literature** it was seen that the frequency of the studies based on the term of conceptualization has escalated gradually after the reform in education in 2005, which could be interpreted as a paradigm shift in the context of our country. Parallel to the international literature, it was seen that the term conceptualization has been handled mostly after the introduction of new practices into the context of education which underlines indeed the significance of “meaning making,” and the remarkable value of “understanding something” for practicing it. In other words, it could be interpreted that our practices as practitioners in education heavily depend on our understanding the phenomena. Considering the focus of the research studies such as “conceptualization of constructivism, conceptualization of PjBL, conceptualization of the instructional practices of CT,” it was seen that conceptualization has been approached more as a tool which would enable the researchers to make sense and understand the extent to which or whether the practices were relevant or achieved. Depending on this fact, in this study, my aim was to explore the curriculum conceptualizations of English teachers in order to understand the congruency of those conceptualizations with the implementation of the current 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum which changed in 2013 and faced minor revisions in 2018. In other words, to comprehend what happens between the intended and implemented curriculum, understanding curriculum conceptualizations of teachers was of paramount significance.

Besides, both in national and the international literature, the studies examining also whether there were differences across subjects, levels and contexts warranted conclusions that conceptualizations were mostly influenced by those indicators.

Last but not least, as could be spotted in the details in the national literature, it could be said that studies conducted mostly focused on conceptualization of the philosophy (i.e. constructivism) instructional methods (i.e. PjBL), skills (i.e. CT), role of teachers, the classroom of which each had a considerable value for curriculum as a whole. Yet, like it was the case in the international literature, in our literature as well, the term conceptualization has been dealt which could be defined as fragmented and detached separating the elements of curriculum to bits of structures which might make it hard to catch an overview of the big picture, -curriculum as a whole.

Therefore, my study aimed to explore the congruency of curriculum conceptualizations of teachers with the teachers' practices in the implementation of the curriculum encompassing the philosophy, content, learning experiences, and assessment procedures which might provide a larger and encompassing deductive picture via an inductive research method.

## CHAPTER III

### 3. METHOD

*And one day he said to me: "You ought to make a beautiful drawing, so that the children where you live can see exactly how all this is. That would be very useful to them if they were to travel someday." (p. 27)*

*-Antoine De Saint-Exupéry  
Little Prince*

This chapter is based on information about the method of the study including the overall design of the study, related research questions, selection of research settings and participants, data collection instruments, data collection procedures, data analysis procedures, trustworthiness of the study, limitations of the study, and the researcher's role.

#### 3.1. Overall Design of the Study

In order to fulfill its purposes of revealing teachers' conceptualizations of curriculum and the congruency between those conceptualizations with the teachers' teaching practices, the study was designed as a qualitative research. As Miles and Huberman (1994) identified, the goal of qualitative research is to obtain a comprehensive understanding of the context being studied, including its logic, structures, and explicit and implicit regulations. The fundamental principle in qualitative research is to understand how people in certain settings develop their understanding, account for, act upon, and alternatively handle their everyday surroundings. In doing so, qualitative research probes to apprehend the actors' perceptions "from the inside" by paying close attention and understanding from an empathetic standpoint (Miles &



Huberman, 1994). In this study, because firstly it was aimed to understand the English teachers' curriculum conceptualizations, qualitative research methods were thought to pave the way for understanding teacher conceptions as they existed in the complexity of their current settings which would paint a picture of how the English teachers see the world in the frame of the English curriculum and the surrounding realities. Considering the second purpose of the study which aimed to uncover the congruence and crystalize the strings between those conceptualizations and the teachers' practices in the implementation of the curriculum, the study required to be discovered both with an emic and an etic perspective. According to Fraenkel et al. (2012), the requisite to capture an emic perspective, representing the "insiders' perspective of reality" is to acknowledge and acquire the sense of "multiple realities." To capture an emic overview of and comprehend why people behave and think in the ways they do, the researcher needs to present a record of multiple perspectives of the reality (Fraenkel et al., 2012). Etic perspective, on the other hand, represents the external impartial perspective of approaching the reality and it requires the researcher to collect and analyze the data objectively (Fraenkel et al., 2012). To develop a broad grasp of the curriculum conceptualizations of the teachers and unravel the congruence of those conceptualizations with their practices, the data collection and analysis entailed a committed and immersed presence in the context for a certain period of time to develop an understanding with an etic perspective.

Relevant to the fact that the phenomenon under interest was teacher conceptualizations and by nature conceptualizations were the results of subjective conceptions, qualitative research would be the most appropriate research which would help yielding relevant data to the phenomenon under study. Therefore, as the intentions underneath were context dependent and required digging into the phenomenon to reach the multiple realities as well as to understand complexities, qualitative research methods seemed to be promising to understand, account for, and take-action in the scope of this research.

Depending on the purposes of the research and the nature of qualitative research, the study was designed as a multi-case design. Multi-case design facilitates revealing similarities and diversities on more sound grounds compared to single case design. As Bogdan and Biklen (2007) stated multi-cases are preferred for additional data

collection illustrating different subjects or settings to which the original observations might be applicable; compare and contrast “on the basis of the extent and presence or absence of some particular characteristic”; and for integration depending on the focus of the study.

The case in this study was identified as the curriculum conceptualizations of English teachers in different settings and the congruency of those conceptualizations with their practices. In this respect, what makes the study a multi-case design was grounded in the fact that the case was planned to be explored in two different schools of which each was treated as a case. Accordingly, the aim was to illustrate the curriculum conceptualizations of the English teachers and the congruency of those conceptualizations with the teachers’ practices at an Anatolian High School (AHS) and a Vocational and Technical Anatolian High School (VTAHS). Beholding to the fact that the settings represent certain differences mainly in mission, vision, and infrastructure the cases were supposed to reveal richer and valuable data in terms of commonalities and diversities which would bring together two major advantages. Firstly, exploring across cases was expected to provide a more stable base to discuss the similarities and diversities which even might lead to a compare and contrast only if there emerge remarkable differences. Secondly, conducting the study in two different settings would provide additional data, and thus it was thought to provide a more elaborate ground to develop a perspective with regard to the case.

As multi-case design provides extensive explanations and descriptions of the issues, it is considered as more powerful than single-case designs (Mills et al., 2010). That is, a single case would yield only the particularities of the context, setting or subject it belongs to, which would limit transferability, yet would not provide adequate data relevant to reflect on the diversities (if any) or insights dependent on contextual differences. In sum, to strengthen the results attained and reveal setting specific commonalities and distinctions (if exist), multi-case was determined as the most appropriate design to fit the purposes of the study.

### **3.2. Research Questions**

To fulfill the purposes of the study, the research questions below were explored.

1. How do the English teachers working in different types of public high schools conceptualize the curriculum?
2. In what respects are the curriculum conceptualizations of teachers congruent with (or not) with the intended curriculum?
3. How congruent are the curriculum conceptualizations of teachers with their practices?
4. What is the impact of Covid19 pandemic on curriculum implementation?
  - 4.1. How congruent were the teachers' practices during ERT with the intended curriculum?
  - 4.2. What are the Covid19 post-pandemic insights on curriculum implementation?

### **3.3. Selection of the Research Settings and Participants**

In order to understand the English teachers' conceptualizations of the curriculum and how those conceptualizations comply with their practices at school level, the research site was determined as different types of public high schools. Basically, there existed two major reasons underpinning the selection of the research sites. The first reason behind selecting different types of high schools was to establish an equal base for letting the phenomenon emerge if any context based differences existed accounting for the research questions. The second reason lying underneath was to provide extensive explanations and establish a base for more consistently drawn results. This was because "a researcher should select a site that is intentionally-biased toward information rich cases" (Patton, 1990, p. 169). At the same line, the aim of qualitative research is not to generalize yet to provide "detailed" and "thick description" for interpretation (Patton, 1990). Therefore, the site needed to be selected strategically in order to access rich-informant cases which would yield relevant data with the guiding research questions (Baxter & Babbie, 2004).

Accounting for those reasons, out of purposeful sampling methods, criterion sampling method was employed in selecting the sites we could learn the most from. To clarify, the main reason for conducting the study in Sakarya was about the convenience of the city to the researcher. Also, the researcher's experiences both as a teacher and curriculum specialist at MoNE establishing the bases for the definition of

the problem statement of this study were generated in the public high schools located in the central districts of Sakarya. To achieve the purposes of the study and to comprehend the case under concern that originated also by the lived experiences of the researcher, the contextual realities might have incubated considerable insights to be unraveled. Therefore, to conduct the studies in the context of different public high schools in Sakarya was of central significance to unearth the reality of the problem of the study. Accordingly, the research settings selected were based on some predetermined criteria. In order to dig into the commonalities and diversities relevant with the cases, research settings represented with certain characteristics were taken as central in the identification process for detecting the situ of the research. In line, the initial criteria used to identify the research settings were as being categorized as either an AHS or a VTAHS and being located in the central districts of the province of Sakarya. Besides, to reveal the reality as it existed, teaching and learning English was to have a value both for the teachers and the students and the same intended curriculum be used for being able to unearth the actual reasons pinpointing teachers' curriculum conceptualizations and their practices in different types of public high schools. Additionally, the infrastructure of the schools was expected to meet at least the minimum requirements for the implementation of the current 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum for allowing the researcher to monitor the reality of teachers' curriculum implementation practices working in different contexts and then develop a perspective in comparison to the teachers' curriculum conceptualizations. Therefore, possessing a positive approach towards language education, having a good enough infrastructure in support of language instruction, and using the same 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum were the other criteria serving for the selection of the research settings. Accounting for those predetermined criteria, two different public high schools were identified as the research sites.

### **3.3.1. Context of the Study**

As a result, the study was conducted at two different types of public high schools: one AHS located in the district of Serdivan, one VTAHS located in the district of Adapazari, which both have entirely different missions and visions yet necessarily have been implementing the same English curriculum for a certain period of time, possessing a positive approach towards language education, and having a good

enough infrastructure in support of language instruction. It is crucial to state that the descriptions of both research settings were based on data derived from the web sites of the schools and the researcher's own observational records. To ensure confidentiality of the research settings, the sources of the mission and vision statements derived from the web sites of the schools were not provided as it could explicitly expose the identities and the particularities of both settings.

### **3.3.1.1. Anatolian High School**

The mission of the school was defined as “if life is a journey, our place should be located at the forefronts.” The vision of the school, on the other hand, was highlighted as “To meet the demands and expectations of the society preeminently via ever increasing the quality of education on a line heading to the summit.” The school was established after 15<sup>th</sup> July 2016 and gave its first graduates at 2019-2020. The school had 70 teachers of whom five of them were English teachers, 1010 students and 36 classrooms, and was located in Serdivan which is central to the city of Sakarya. The school was a three floor building which was divided to three blocks hosting two schools at one place. This school was located in the right block. It was directed by one principal, two assistant managers, one officer and one IT technician.

Different from other AHSs, the school was known by its exceptional infrastructure including conference halls, meeting halls, multi-purpose halls, sports halls, biology, physics and chemistry laboratories, dining halls, arts facilities, two libraries and an IT room providing students with opportunities for learning, free time activities or extracurricular activities.

Most of the classrooms were almost equal in size and well-equipped with smart boards, internet connection, projectors, and speakers which could enhance task-based, collaborative and project based language activities as was required in the intended curriculum. The desks were placed in rows, yet the location of the desks was well-situated providing space for the teacher and the students to move around which also could be another factor facilitating the activities to be carried out according to the intended curriculum. The classrooms were well lit, the ceiling and the walls were painted in white, and the height of the ceiling was average providing an ideal acoustic for teaching. Central heating system was used, and in some classes

air conditioners were installed. Besides, the teachers' room featured wide-windows, well-ventilated spaces and a well-decorated room with a coffee table and chairs. Additionally, a tea room was provided for teachers' use.

With regard to the materials used in English lessons, the teachers mainly used the textbook sent by MoNE. Additionally a selected textbook (i.e., More & More) was used together with the official textbook in 9<sup>th</sup> grades. Also, since MoNE does not produce materials responding to the needs of the students aiming at a career in language departments, textbooks and supplementary materials were allowed to be purchased from private publishing houses. Although it was forbidden by MoNE to purchase materials published by private publishing houses, the school board supported the decisions taken by teachers for the sake of students. Thereby, it could be claimed that this school had a positive approach in teaching the English language.

### **3.3.1.2. Vocational and Technical Anatolian High School**

The mission of the school was identified as “to raise intermediate staff meeting the needs of the sector in compliance with the basic aims of MoNE” while their vision statements was “to raise exclusively qualified staff in the sector of tourism.” The school which in fact was a tourism and hotel management Anatolian high school was located in the district of Adapazarı, central to the city of Sakarya. The school had two major departments as Accommodation and Travel (A&T), and Food and Beverage Services (F&B). For the students in both departments, developing English language competencies was of primary significance for a career in their fields.

The school had 16 classes, six ateliers, 438 students, and 39 teachers four of whom were English teachers. The administrative team included three assistant managers and one principal. Compared to other vocational schools in the city, it was the only school with a positive approach towards language teaching which might be attributed to context of tourism and the naturally accompanied requirement of being able speak English. Although the school basically had a good enough infrastructure for the intended curriculum to be implemented, still there seemed to be a need for amendments for an effective curriculum implementation. This school had a conference hall, cafeteria and a small library established by teachers. It was a three-floor building, with a front garden and a small backyard. The teachers' room was

wide, well-lit, and decorated with comfortable chairs. A cupboard located in the teachers' room was allocated for the teachers to keep some extra supplementary books or materials such as CDs, reader sets, and flashcards.

This school was following a common academic calendar, with 9<sup>th</sup> and 10<sup>th</sup> grades starting in September and 11<sup>th</sup> and 12<sup>th</sup> grades starting in October. The academic year in this context ended in June for 9<sup>th</sup> and 10<sup>th</sup> grades, while 11<sup>th</sup> and 12<sup>th</sup> grades finished in April and left for their internship. The constraints of the academic calendar for 11<sup>th</sup> and 12<sup>th</sup> grades seemed to be a distressing factor for the teachers due to the necessity of completing the requirements of the same intended curriculum applied also in AHSs. Regarding the case of a shorter academic calendar, no amendments, aid, or support was observed to be provided to the teachers by MoNE.

In terms of the English courses, the teachers and students attended the course in physically imbalanced classrooms compared to the requirements of the intended curriculum to encourage learners to be involved in task-based, collaborative and project based language activities. There was an imbalance between the sizes of the classrooms. While the F&B classes were too large and the ceilings were quite high which caused resonance and thereby a howl and buzz during the time of teaching and activities; the A&T classrooms were quite small which made it even impossible to move around the class. The layouts of the tables were quite closely situated to each other in rows which could be a factor threatening an effective implementation of the intended curriculum. For instance, arranging the desks for group works or setting stations for the learners to work together seemed not applicable due to lack of enough space to move the desks and chairs.

In terms of equipment, all the classes were equipped with smart boards and internet connection which indeed was a gain and opportunity for the classes to implement the intended curriculum grounded on task-based and project based language learning. Regarding the materials, the teachers were using the textbooks sent by MoNE for general English courses at all grades. Still, for supplementary materials teachers made use of some private publishing houses' resource packs with a software release. Yet, those supplementary materials were copied for students when needed as it was forbidden to purchase private publishing houses' materials. The administration did not support, rather had warned against the purchase of textbooks or resources. The

restrictive approach of the administration regarding materials might be attributed as hindrance against effective curriculum implementation.

### **3.3.2. Participants of the Study**

In these settings as was described, typical case sampling method was employed to select the English teachers to participate into this study. According to Bogdan and Biklen (1992) in typical case sampling the sample is selected from typical people or instances that fit a profile of traits or qualities that an average, typical person or case would exhibit (as cited in Cohen et al., 2007). According to Patton (1980) sampling typical cases is defined as “useful in naturalistic research to avoid rejecting information on the grounds that it has been gained from special or deviant cases” (as cited in Cohen et al., 2007, p. 176). In line, to include all the typical cases and not to miss information coming from special or deviant cases teachers who were experiencing teaching English in the current space and being implementing the current English curriculum updated in 2018 were selected to participate into the study. As a result, all the teachers representing those typical traits were included into the study only if they voluntarily gave their informed consent for participation.

Additionally, information related to the factors of faculty of graduation, educational status, year of experience as an English teacher, experience in different types of public high schools, and duration of teaching in the current context using the same curriculum were gathered as personal information during the interviews. Instead of locating those factors as predetermined criteria in advance, they were planned to be handled as entities which could provide variety and richness.

As a result, in the VTAHS there were four English teachers. All of them were representing the typical traits of experiencing teaching English in the current space and being implementing the current English curriculum updated in 2018 and voluntarily participated into the study. According to the personal information gathered in the interviews, all the four teachers were graduates of a faculty of education but none of them had post graduate education. While three of the teachers had experience in working in a different type of high school (e.g., Anatolian high school), one of the teachers only worked at VTAHSs. All the teachers’ teaching experience ranged between 15 years to 25 years. Besides, the duration of teaching in



the current context using the same curriculum ranged between four to 10 years. In the AHS, on the other hand, there were five English teachers eligible for the study and they all voluntarily accepted to contribute to the study. Teachers at this school also were graduates of faculty of education. Besides, two of the teachers had a masters' degree in the program of Curriculum and Instruction. Two of the teachers had experience in working in different types of high school. The other two teachers had been recently appointed from a primary and a middle school and did not have any experience at secondary education before, while one of the teachers had experience only in AHSs. The teaching experience of the teachers ranged between eight to 19 years. The duration of teaching in the current context using the same curriculum, on the other hand, was varied. While one of the newly appointed teachers had just started teaching in this new context, the other was appointed one semester before during the pandemic. The other three teachers' status in this respect ranged between four to six years.

### **3.4. Data Collection Instruments**

Mason (2002) states that there are several reasons for adhering to the use of multiple methods such as exploring different parts of a phenomenon and ensuring that the researcher knows how they interrelate; to answer different research questions; to answer the same research question from different perspectives; to give greater or lesser depth and breadth to analysis and to triangulate (corroborate) by seeking different data about the same phenomenon (as cited in Cohen et al., 2007, p. 176). Along the same line, multiple methods of data collection were utilized which was considered to be eloquently congruent with the nature and purpose of this research. The aim of using multiple methods was to give greater depth and breadth to the analysis. In this respect, for each research question certain methods were used as major methods while the others were utilized as complementary.

Data collection methods are categorized as obtrusive (e.g., interviews, observation, non-verbal language) and unobtrusive methods (e.g., documents and records) depending on the basis whether another human is present at the time of data collection (Marshall & Rossman, 2011). In this study both obtrusive and unobtrusive data collection methods were employed. The obtrusive methods utilized were

individual in-depth interviews with the teachers, nonparticipant class observation, while the unobtrusive methods used were review of documents. The data sources were interview transcripts, field notes including extended and reflective notes, and document artifacts. Each of the research question, corresponding data collection instruments, and data sources were designed as is displayed in Table 3.1.

**Table 3.1**

*Research Questions and Related Data Collection Instruments and Data Sources*

Research questions	Data collection instruments and data sources
1. How do the English teachers working in different types of public high schools conceptualize the curriculum?	<p>Data collection instruments</p> <ul style="list-style-type: none"> <li>• Semi-structured individual interview schedule</li> </ul> <p>Data sources</p> <ul style="list-style-type: none"> <li>- Interview transcripts</li> </ul>
2. In what respects are the teachers' conceptualizations who work in different types of high schools congruent with (or not) with the intended curriculum?	<p>Data collection instruments</p> <ul style="list-style-type: none"> <li>• Review of documents</li> <li>• Semi-structured individual interview schedule</li> </ul> <p>Data sources</p> <ul style="list-style-type: none"> <li>- Document artifacts</li> <li>- Interview transcripts</li> </ul>
3. How congruent are the curriculum conceptualizations of English teachers with their practices?	<p>Data collection instruments</p> <ul style="list-style-type: none"> <li>• Semi-structured observation schedule</li> <li>• Review of documents</li> </ul> <p>Data sources</p> <ul style="list-style-type: none"> <li>- Field notes</li> <li>- Document artifacts</li> </ul>
4. What is the impact of Covid19 pandemic on curriculum implementation?	<p>Data collection instruments</p> <ul style="list-style-type: none"> <li>• Semi-structured individual interview schedule</li> <li>• Review of documents</li> </ul>
4.1. How congruent were the teachers' practices during ERT with the intended curriculum?	<p>Data sources</p> <ul style="list-style-type: none"> <li>- Interview transcripts</li> <li>- Document artifacts</li> </ul>
4.2. What are the Covid19 post-pandemic insights on curriculum implementation?	<p>Data sources</p> <ul style="list-style-type: none"> <li>- Interview transcripts</li> <li>- Document artifacts</li> </ul>

To achieve the purposes of the study, the data collection instruments were comprised of a semi-structured individual interview schedule (see Appendix A), a semi-structured observation schedule (see Appendix B) both prepared by the researcher, and review of documents and checklists.

For the study by design was a multi-case study, a degree of systemization was required in questioning (Marshall & Rossman, 2011). Therefore, in-depth interviews with teachers were conducted via a semi-structured individual interview schedule which directly served to answer the first, second, and the fourth research questions; and indirectly supported the third research question.

However, the nonparticipant observation record was based on field notes including detailed, nonjudgmental, concrete descriptions of what was observed (Marshall & Rossman, 2011). In order to provide a degree of systemization, the observation data was collected via a semi-structured observation schedule which served to answer the third research question. Finally, the documents were reviewed which aided to find answers for the second, third, and the fourth research questions.

### **3.4.1. Interviewing**

Interviewing, according to Kahn and Cannel (1957), is “a conversation with a purpose” (p. 149). It could be an overarching data collection method or one of the many methods employed in a study. Patton (1990, pp. 280-290) divides interviews into three categories: the informal conversational interview, the general interview guide approach, and the standardized open-ended interview.

According to Patton (1990), the general interview guide approach, which is the most common type in qualitative research, is somewhat more structured with a scheduled interview and a number of identified topics or questions to be asked. In contrast, the informal conversational interview takes place on-the-spot and is more spontaneous through the natural flow of an interaction (Patton, 1990). Standardized open-ended interviews, on the other hand, demand the interviewer to meticulously plan the interview questions so that the sequence might be followed for each respondent. Since, the general interview guide approach offers several benefits semi-structured individual interviews were used to explore the case in this study. In this approach,

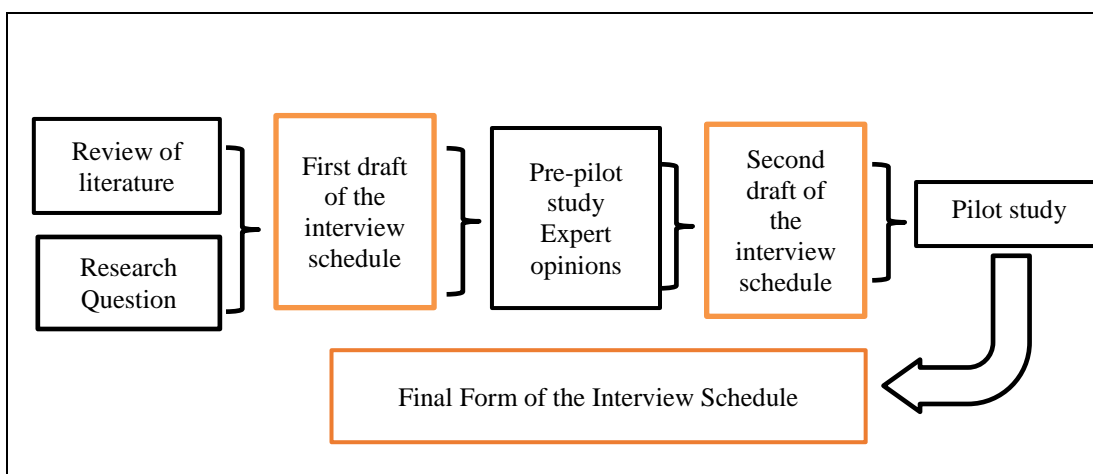
however the interviewer has the opportunity to formulate questions impromptu during the interview and ask any questions to further probe for the causes, the questions for the interview are predetermined to gather information on the same issue from all respondents (Patton, 1990). As a time efficient approach, it also offers an opportunity to the interviewer to acquire more thorough data, change the order, number and the language of the interview questions (Patton, 1990). Accounting for the aforementioned benefits, interviewing as the primary data collection method in this study was used in the light of the general interview guide approach.

Basically, the reviewed literature and the research questions formulated shed light on the development of the interview schedule. However, in formulation of the interview questions, as well as the literature and the research questions, the researcher's experience, knowledge and insights of the research context served as sources. According to Maxwell (2013), the research questions define what is hoped to learn while the interview questions are what is used to get that understanding from others. Maxwell (2013) also argued that instead of simply translating the research questions into an interview guide (or observational schedule) developing effective interview questions (and observational strategies) calls for creativity, insight, and essentially depends on the researcher's comprehension of the research context and how the interview questions (and observational strategies) will function in practice.

The prepared interview schedule was divided into two parts. In the first part of the schedule, demographical questions to elicit the interviewees' characteristics including faculty of graduation, year of teaching experience, experience in different types of public high schools, and duration of teaching in the current context using the same curriculum were included. Serving as a background for the data and mostly employed to set rapport and trust with the interviewees (Patton, 1990), demographical questions also served as a means to make sense and discuss the case further in this study.

The second part of the schedule included open-ended questions to elicit in-depth and rich information from the interviewees and to put their frame of thoughts related to the case under scrutiny. Prompts and probe questions also were included to aid the interviewer to elicit information and details to unfold the respondents' perspectives, and ask for clarification (Bogdan & Biklen, 2007). For Patton (1990), wording of the

questions is considered as an intriguing stimulus to generate an articulate and thorough answer from the interviews. Correspondingly, particular effort was put on wording of the questions in order to prepare clear, neutral, specific, not leading and adhering to a logical progression towards eliciting the relevant information. Since the interviewee’s native language was Turkish, finally, the interview schedule was developed in Turkish. The steps followed in developing the interview schedule is presented in Figure 3.1. As is illustrated in Figure 3.1, in the first step of the interview schedule development process, the first draft was prepared in the light of the review of the literature and the research questions of the study. For the pre-pilot study of the schedule, the first draft of the interview was e-mailed to two English teachers from the field, the members of the Dissertation Committee of this study, and two researchers holding a degree of Ph.D. having experience as English teachers in MoNE of whom one has expertized in Curriculum and Instruction.



**Figure 3.1** *The Development Process of the Interview Schedule*

Based on the feedback provided by the experts and teachers, as a result of the revisions, the second draft was developed. In the following, a pilot study was conducted with two English teachers. Ultimately, in line with the feedback provided, the revisions were applied and the final form of the instrument was ensured to generate in-depth responses to pave the way of succeeding the purposes of the study.

### **3.4.2. Observation**

Observation requires “systematic noting and recording of events, behaviors, and artifacts (objects) in the social setting for the study” (Marshall & Rossman, 2011).

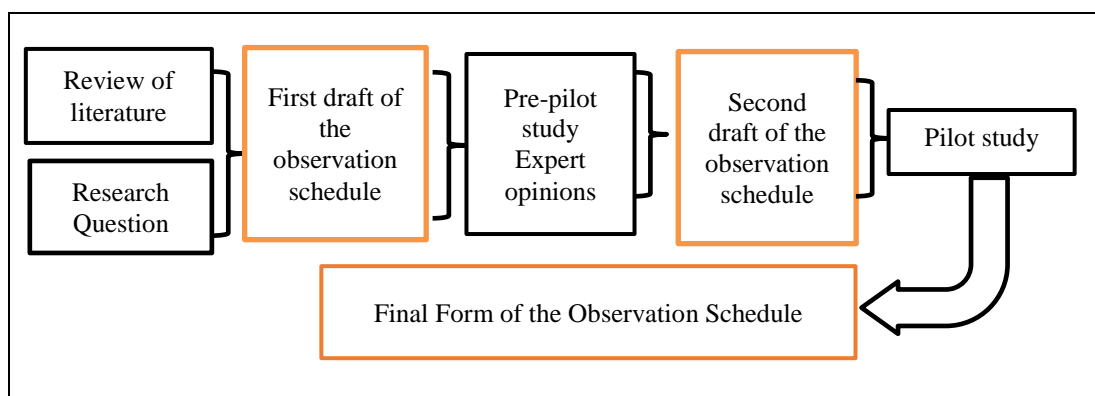
Hatch (2002) defines that “the goal of observation is to understand the culture, the setting, or social phenomenon being studied from the perspectives of participants” (as cited in Creswell, 2016). According to Creswell (2016), observing requires finding a site, creating a protocol for recording data, concentrating on events, searching for activities that shed light on the primary phenomenon, deciding on your role as an observer, keeping “descriptive” and “reflective” field notes on the observation protocol, and gradually leaving the scene after showing respect and gratitude to those being observed for their time and your presence.

Cowie (2009) argued that the observers’ roles vary greatly along a continuum depending on their level of involvement in the research context. Researchers can range from actively participating in the environment at one end of the scale, like a teacher observing his or her own class, to being inactive and passive at the other. Corresponding to this continuum Gold (1958) as was cited by Cowie (2009) and Creswell (2016) divides observers into four categories: complete participant, participant as observer, observer as participant, and complete observer (non-participant observation). In this study, the researcher was positioned as a complete observer and therefore non-participant observation method was employed to observe the case under scrutiny. Non-participant observation constituted the second most important data collection method in the study and was particularly significant in answering the third research question that probed for the congruency between the teachers’ curriculum conceptualizations and their practices.

In the light of the literature review and in particular the third research question, a semi-structured observation schedule was prepared. In line with Creswell’s (2016) proposal, the schedule was designed to record observational notes in the field including both “descriptive” (i.e., notes about what happened) and “reflective” (i.e., notes about your experiences) notes. To provide accurate identification details on the schedule, date, location, and time of observation were specified.

The schedule highlighted three aspects to be observed as the learning environment, teaching processes, and assessment. The learning environment aspect basically was to probe for whether the physical condition in the classroom facilitated curriculum implementation. While the teaching processes helped the observer to record field notes on the flow of the lesson (e.g., flow of the lesson, teaching methods and

techniques, teaching materials), the aspect of assessment drew the attention to the assessments methods (e.g., self-assessment, peer-assessment, technology-mediated assessment, tests) utilized during teaching. Ultimately, since the participants' native language was Turkish, the semi-structured observation schedule was developed in Turkish. The semi-structured observation schedule was developed following the steps presented in Figure 3.2. Initially, the first draft of the observation schedule was developed in the guidance of the review of literature and in particular the third research question probing for the congruency between the teachers' curriculum conceptualizations and the teachers' practices. To conduct the pre-pilot study, the first draft was e-mailed to two English teachers from the field, the members of the Dissertation Committee of the study and two researchers holding a degree of Ph.D. with experience as English teachers in MoNE of whom one has expertized in Curriculum in Instruction.



**Figure 3.2** *Development Process of the Observation Schedule*

According to the expert opinions, the second draft was developed. Finally, the second draft was piloted with two teachers from the field. According to the feedback, the required revisions were applied and the final form of the schedule was prepared to achieve the purposes of the study.

### **3.4.3. The Review of Documents**

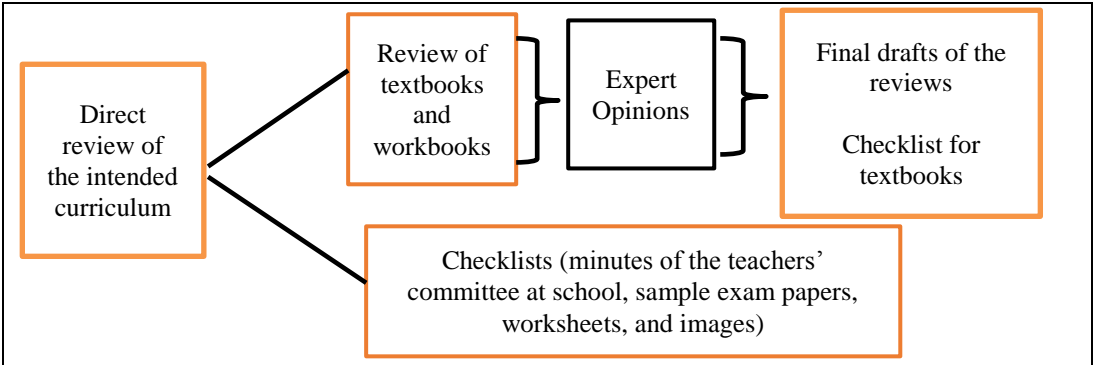
Review of documents was utilized to answer the second, third, and the fourth research questions. Documents, as an unobtrusive method of data collection, rich in portraying the values and beliefs of the participants (Marshall & Rossman, 2011) played a significant role in the second research question to reveal the similarities

and/or distinct features between the intended curriculum and the teachers' curriculum conceptualizations.

For the second research question, the data source reviewed was the 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum. While the review of document was the major data collection method, individual in-depth interviews played a secondary complementary role in answering the second research question. In the fourth research question, on the other hand, review of documents (i.e., the intended curriculum) was used to examine the impacts of Covid19 pandemic on curriculum implementation in a secondary position.

Marshall and Rossman (2011) note that review of documents also are used to supplement other data collection methods (i.e., participant observation, interviewing and observation). As such, in the frame of the third research question, the documents played a complementary role to nonparticipant class observation. The document artifacts reviewed to support the findings in the third research question included the textbook(s), minutes of the teachers' committee meetings at school, sample of exam papers, and work sheets. Denham and Onwuegbuzie (2013) categorized images as still (e.g., drawings, photographs) or moving (e.g., videos) visual data that are observed or perceived (p. 672). In this study, both still and moving images were reviewed including photographs of classrooms, instructional notes on the smart boards, and web 2.0 tools-based moving games played in the classrooms so as to support the findings in the third research question.

The analysis of documents was applied as can be seen in Figure in 3.3.



**Figure 3.3** *Process of Document Analysis*

As Patton (1990) emphasizes program documents are reliable sources to use for learning more about a certain program as they allow the researcher to gain first-hand



knowledge about a subject by reading them. In line, the document of the 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum was directly reviewed. As compared to the document of the curriculum, textbooks and workbooks were a form of translation of the intent of the curriculum and therefore might provide variations and/or distortions, to provide a degree of systemization, the textbooks and workbooks were reviewed based on the conceptual criteria derived from the document of the intended curriculum. In the following, to consult for expert opinions, the reviews were emailed to a scholar with a Ph.D. degree in ELT. According to the feedback provided, the reviews were revised and regarding the textbooks and workbooks, a checklist was developed based on the conceptual criteria derived from the intended curriculum to facilitate tracking commonalities and disparities among grade levels.

Finally, for the minutes of the teachers' committee at school, sample exam papers, and worksheets and images also, simply a checklist was used based on some criteria (e.g., authenticity, skills, methods, quality of visuals) depending on and derived from the review of the intended curriculum document, to examine whether the related criteria were met or not.

### **3.5. Data Collection Procedures**

Following preparation of the final forms of interview and observation schedules, approval was taken from METU Scientific Research and Publication Ethics Committee (see Appendix C) with the protocol number 391-ODTU-2021 verifying that the study was in full compliance with the scientific and ethical principles in research.

Regarding the overall data collection procedures, it should be noted that the study was meticulously conducted within the boundaries of ethical considerations. The researcher has had the necessary expertise to conduct a qualitative research. The participants were fully informed about the study, and their informed consent forms (see Appendix D) were taken assuring confidentiality. During the time of the study both the data obtained and the results drawn were shared with the participants, which also meant that the participants were not deceived in any way. The data, findings, and the results (if requested) were shared with the participants and the schools transparently. In this way, the participants as well were assured to benefit from the

findings and the results.

The data were collected in 2020-2021 academic year in fall semester. The process was followed according to the steps given below:

**Review of Documents:** Before entering the field and conducting the interviews, initially the intended curriculum as the major document and the official textbooks sent by MoNE were reviewed. The other documents such as the selected textbook(s), minutes of teachers' committee meetings, work sheets, samples of exam papers and images including the photographs of classrooms and teachers' instructional notes on the smart boards were reviewed at the time of data collection simultaneously.

**Conducting Nonparticipant Observations:** Considering the risky case of whether the schools would remain open during the pandemic, the order predetermined in data collection as interviews first was alternated. Initially, the researcher got into touch with the administration and the teachers to share information about the research. All the four teachers at the VTAHS and the five teachers in the AHS voluntarily accepted to participate into study. Informed permission forms were obtained from the participants after full disclosure of the study to the teachers and assurance of confidentiality. Short introductory meetings with the classrooms to be observed were arranged and teachers' weekly programs were negotiated. The observations were started on 29<sup>th</sup> September 2021 in both schools.

In my first visit, I entered the classrooms together with the teachers. I introduced myself as an English teacher and my aim as a researcher of my class visits in the coming weeks and months. In order not to interrupt the nature of the class, miss any opportunity to capture rich data, the following visits were done spontaneously. In both schools, the students welcomed my presence in the classroom. Soon, I was approached as a regular visitor which aided me to manage to become invisible in the classroom. Both the students and the teachers, in a very short time, forgot my presence in the classroom as I entered the classrooms at the break time, and preferred to sit at the back of the classrooms.

Depending on the circumstances and the teachers' weekly programs, since the schools were situated in reachable distances to the researcher, the observations were conducted in both schools during the school hours. Still, considering the emergent

situations the program was sometimes shifted. Therefore, sometimes the researcher alternated the observation plan and stayed at a school for a whole day.

The aim of the observations was to catch a view and understand how the curriculum was implemented in the classrooms compared to the curriculum conceptualizations. In this respect, mainly teachers' teaching practices according to the observation schedule in the frame of the learning environment (physical conditions), the process (objectives of the course/session/lesson, flow of the lesson, materials used, teaching methods employed, engagement strategies used), and assessment (feedback resources, types of assessment) were observed.

The data were collected via keeping field notes in situ. For not losing rich data, after the observations, the extended notes were added within the same day time and the data were recorded in digital files via office programs such as Word or Excel to facilitate the data analysis. In the development of the extended notes, the emerging blurry areas or parts that were not understood clearly were consulted to the teacher(s) and data were verified and assured. Ultimately, each week reflective notes were kept belonging to each school including the unexpected situations encountered and my general view of the observations to support my etic perspective with an emic presence in situ.

The observations lasted for almost three months. Yet, as a researcher I stayed in situ the whole term and left the field gradually within time. In total nine teachers were observed of whom four of them were in the VTAHS and five of them were in the AHS. As a result, 47 hours of observation in VTAHS and 42 hours in AHS was conducted, which resulted in 89 hours of observation in total for both contexts.

**Conducting Individual Teacher Interviews:** After spending a certain amount of time in the field, the individual teacher interviews were started in November 2021, finalized in December 2021 and were conducted concurrently with the nonparticipant observations. Interview date arrangements were negotiated with the teachers according to the availability of time in their weekly schedules, personal plans, and requests. The predetermined plan of conducting the interviews had to be alternated in the VTAHS as one of the teachers was infected with Coronavirus and another had to stay and accompany a family member in the hospital for a week. Therefore, due to

these circumstances, the plan was reviewed and the individual interviews were decided to be conducted concurrently in both VTAHS and the AHS. Depending on the circumstances, except for one, all the interviews were conducted in the school at the planned times.

As one of the teachers was working in two schools, due to lack of time during the school time, the interview was conducted outside the school at a place (café) convenient to the participant. Finding an appropriate interview space was difficult in the VTAHS. Therefore, although it was impossible to maintain full silence in there the interviews were conducted in the teachers' room. Worth to mention, as two of the teachers accepted to be interviewed only if the interview was to be conducted on their duty dates at school, two of the teachers' interviews were conducted in two halves during the day as they had to leave for keeping their duty at the break times for 10 minutes on the spot they were assigned.

On the other hand, as there were many available and appropriate spaces in the AHS, four of the interviews were conducted in isolated places such as offices or rooms spared to study. As one of the teachers was hard to keep in contact and reach, based on the personal request of the teacher, the interview was conducted at a place where teachers were gathering at the break times. Only one of the interviews was conducted in two halves as the teacher reported to have no free time to spare other than the day and time the interview was conducted. As the interview could not be finished, the final part in the interview probing for assessment practices in the interview was finished in an extra half an hour.

As a researcher I started the interviews by introducing myself and the purpose of the interviews clearly. I also informed them about the confidentiality of the information shared during the interviews and assured the ethical principles accounted for to eradicate any concerns that could be raised. The interviews were conducted in a colleague to colleague mode of conversation not to make them feel isolated or under pressure and more importantly to release genuine data.

As a result, in the VTAHS four teachers were interviewed and the duration of the interviews per teacher changed between two hours to 50 minutes while in the AHS five teachers were interviewed and the duration of the interviews ranged from two

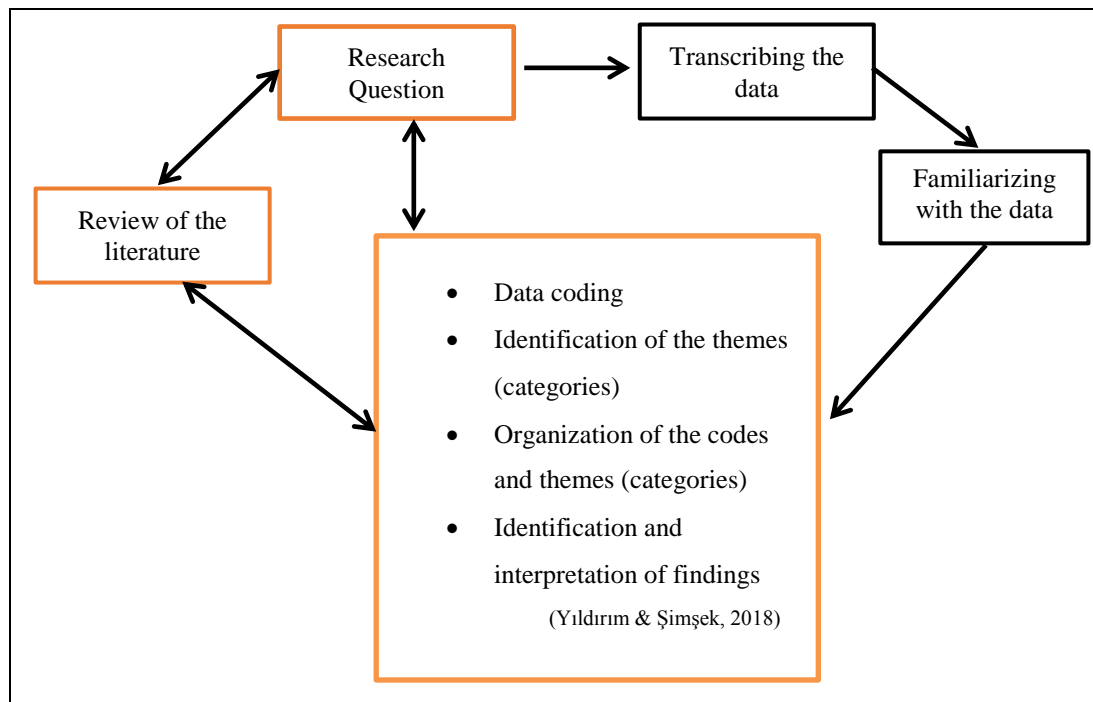
hours 10 minutes to 38 minutes. Each interview was recorded via a mobile phone app. While sometimes dictation.io (i.e., a digital program) was utilized, the interviews were transcribed mostly manually.

### **3.6. Data Analysis Procedures**

In qualitative research, “data analysis is an iterative and continuously comparative process that requires reducing and retrieving large amounts of written (and sometimes pictorial) information” (Fraenkel et al., 2012, p. 431).

In analyzing the data, content analysis was used as the data analysis method. Berelson (1952) argued that, historically, counting the mention of particular objects was crucial because content analysis was approached as an impartial and neutral technique to gain a quantitative view of the content. However, as it developed, it is now seen with greater respect as a method for describing and interpreting the artifacts of a community or social group (as cited in Marshall & Rossman, 2011). According to Yıldırım and Şimşek (2018), the main purpose of content analysis is to reach concepts and relationships that can explain the collected data. The data summarized and interpreted in the descriptive analysis are subjected to a deeper and thorough processing in the content analysis, and concepts and themes that cannot be noticed with the descriptive approach can be discovered as a result of this analysis. In content analysis, it is necessary to conceptualize the collected data, then organize it logically according to the emerging concepts, and determine the themes that explain the data accordingly.

To analyze the data in this study, a four step data analysis process: (1) data coding, (2) identification of the themes, (3) organization of the codes and themes, (4) identification and interpretation of the findings (Yıldırım & Şimşek, 2018) was followed. Basically constructed upon the four steps, the data analysis processes were carried out in a cyclic manner, as is illustrated in Figure 3.4. Before starting coding, in the light of the review of literature and the research questions, the transcriptions were read several times to familiarize with the data. Worth to mention, at the time of data collection, the data obtained from the observations and the interviews were concurrently examined, and a preliminary coding was applied on the transcriptions.



**Figure 3.4** *Data Analysis Process*

As a result of the preliminary coding, the analytic process of “fracturing,” “conceptualizing,” and “integrating” from theory was facilitated. The main coding and the body of data analysis were embarked on in February 2021. In this respect, the interview and observation data were analyzed respectively and in an iterative fashion based on a compare and contrast perspective. The first drafts of the codes were reviewed by four researchers including the advisor of the dissertation, the researcher of this study and two researchers with Ph.D. degrees. As a result of this peer-debriefing process, in the guidance of the feedback and negotiations of the codes, the second draft was developed and transferred into Microsoft Word tables. Following numerous cycles of analysis and re-analysis, ultimately, the categories, sub-themes and main themes as crystallized in the final analysis were transferred to Excel files ready to be reported.

Considering the whole processes followed, the findings gained as a result of the analysis can be claimed to have been interpreted both with an emic and etic perspective. While the emic perspective is necessary for interpreting the data from the view of the insider’s perspective accepting the fact of multiple realities; the etic perspective is related to the objectivity of the researcher and requires the researcher to look at the data adhering to an external perspective of reality (Fraenkel et al.,

2012, p. 431). To clarify, emic perspective is the researchers' explanations of behaviors and beliefs in words that have meaning for people who are part of a particular culture. To catch an emic perspective the researcher interacted with people, monitored what they did and took part in their daily activities to unearth their emic viewpoints. Still, the grasp of an emic perspective of the case was confined to the extent the reality was reflected and acted as it was in the context by the participants, the scope of the researcher's grasp of the reality and the ability of the researcher to avoid reading others' behavior through her own cultural lens. On the other hand, an etic perspective represents explanations for behavior made by an outsider. The etic approach recognizes that people inside a culture are highly unlikely to think of what they do as noteworthy or different. For an insider it would be difficult to step back and assess actions objectively from another angle. To catch an etic perspective, the researcher tried to keep records of the data as genuinely were revealed in situ and interpret the findings devoid of her own values and perspective as much as possible. For establishing an emic and etic perspective the results gained as a result of the analysis were reviewed critically many times both by the researcher and the advisor of this dissertation. Still, it must be acknowledged that although exceptional effort was put on adopting an etic perspective and that the findings of the study gained as a result of the analysis were reviewed by multiple researchers, the etic perspective in this study is limited to the extent the researcher could understand, interpret and explain the reality impartially devoid of her own experiences, perspective, and culture.

### **3.7. Trustworthiness of the Study**

For judging the results of the data analysis and the integrity of the research, Lincoln and Guba's (1985) framework of quality criteria were considered. To ensure credibility which represents the believability of the study five methods were utilized: prolonged engagement, persistent observation, peer debriefing, member checking and triangulation.

Prolonged engagement is investing sufficient time in data collection in order to develop a better in-depth understanding of the views of people under interest, culture, and the social relationships in groups. In other words, it refers to the "long-

term involvement” of the researcher in data collection. Prolonged engagement, also, provides the researchers with the chance of eradicating misunderstandings as well as reaching data saturation. For gaining a better understanding about the case, it is significant to invest sufficient time in the native culture and the social context of the setting. In the frame of the purposes of this study the researcher stayed for four months in the research settings. With respect to developing a sound perspective of teacher conceptualizations, at the outset it was quite important to gain the trust of the informants. Therefore, alongside the interviews to be conducted with teachers, I, as a researcher and a colleague of them, spent time with teachers at break times, paid visits to the teachers’ room, and even tried to create extra time for outside meetings.

Another credibility method employed for high quality data collection was persistent observation which refers to the researcher’s focus, aspects of a situation that are relevant with the case being studied. As Lincoln and Guba (1985) underlined, “If prolonged engagement provides scope, persistent observation provides depth” (p. 304). For the salience of the results to be drawn in this study, alongside the interviews, review of documents, and observations also were conducted. Particularly in order to explore the congruency of teacher conceptualizations with the teachers’ practices, observations were fundamental. In this respect, observations were conducted as frequent as possible depending on the work load of the researcher. Thereby, the scope of the study was strengthened and the study was deepened through persistent observation.

Member checking, on the other hand, was employed in data collection as another method of trustworthiness. It refers to taking the participants’ validation. In order to take the validation of the participants, the data were returned to participants for accuracy and resonance with the experience. For member checking, in both schools dates were arranged with teachers in the form of short meetings to negotiate the meanings drawn or to eradicate any misunderstandings. As one of the teachers did not have time to spare in the AHS, the printed transcription copy of the interview was submitted and asked for feedback or thoughts. On the teacher’s own request, a short part in the interview was excluded. The rest of the teachers’ feedbacks verified the data and the preliminary results obtained.

To consolidate the results reached in the study, also peer debriefing was put in effect.



Other than the advisor of the study and the researcher, two independent researchers with a degree of Ph.D. aided to ensure the credibility of the study. A part of raw data from both research settings was sent to the inter-coder researchers who were experienced in qualitative data analysis. At the end of the analysis reflective meetings were arranged, and the results were discussed with each of the researchers. At the end of the meetings, the researcher also debriefed and compared the two researcher's analysis. It was found that the results overlapped to a large extent in a range of 95-97% agreement.

Triangulation which is about using multiple methods of data collection to develop an encompassing perspective of the phenomenon was utilized both in data collection and data analysis. In this study, diverse data collection methods such as in-depth individual interviews, nonparticipant observations, and review of documents were utilized to grasp the teachers' curriculum conceptualizations and understand the congruency of their conceptualizations with the teaching practices. During data analysis, on the other hand, the review of document (i.e., the intended curriculum) and interview analyses were triangulated to draw the results regarding the second research question to uncover the congruency between the curriculum conceptualizations and the intended curriculum. Also, the congruency between the curriculum conceptualizations of the teachers and their practices in the third research question was unearthed by triangulating the observation data and review of documents (e.g., the textbooks and workbooks, worksheets, sample exam papers). Also, to understand the impact of Covid19 pandemic on curriculum implementation in the fourth research question, review of the document (i.e., the intended curriculum) and the interview data were triangulated. As a result, the diversity in data collection methods and data analysis aided to paint a more consistent picture of the case under study.

Regarding the transferability which is about the degree to which the results can be generalized or transferred to other settings, thick description and purposeful sampling methods were used. Thick description was utilized to provide the readers with a purposeful and full account of the context, participants, and research design. In terms of thick description, the settings in which the study was conducted, data collection, and data analysis procedures as well as the results were described in detail

which is supposed to enhance the future further studies. On the other hand, purposeful sampling was used which means that sample subject characteristics related to the research questions were taken into account and thereby relevant data collection was maximized.

### **3.8. Limitations of the Study**

The study was conducted meticulously to ensure the integrity of the research. Still, there emerged sources that might have induced limitations and must be reported mainly in the scope of the interviews, review of documents, and reporting of the findings. In the scope of the interviews, interviews' nature, lack of availability of convenient places in one of the research settings, teachers' personal requests, and the probable unseen after-effects of coronavirus infection on one of the teachers' wellbeing were identified as sources of limitations. Regarding review of documents, the sources assumed as limitations were the extent of the breadth and depth of the document itself and the researcher's background knowledge, learning experiences, and identity of the researcher in the interpretation of the documents. Finally, the probability of meaning loss in quotations due to translations in the reporting of the findings was identified as a source of limitation.

Patton (1990) noted that participants' viewpoints or interpretations can be subjected to particular prejudices, lack of knowledge, and psychological state of the interviewees in the scope of the information provided at the time of the interviews. Therefore, despite all the precautions taken against such circumstances, still it was likely that the participants might have partially expressed their opinions due to their level of concentration, ability to express themselves, ability to recall knowledge or their level of knowledge about the topic of the interview, or any other unidentified or unseen aspects to the researcher.

With one of the participants the interview was conducted at a room on the roof top of the school on the persistent request of the participant. The interview place was not in full isolation from external factors that could have influenced the quality of the conversation. Despite of a minor interruption, the teacher was able to keep focused and the quality of the content of the interview was well enough to reveal the pattern of thoughts of the teacher. Also, in one of the settings as there was not a convenient

place, three of the interviews were conducted in the teachers' room. Although interventions were not experienced and any distractions were not observed, still the mood of the participants' might have been influenced. Besides, on the request of the participants two of interviews were conducted on the participants' duty days. Although no clues of negativity were observed, still, the teachers might have been influenced physically and psychologically, since the duty days generally are the most tiring and stressful days of the teachers.

Although did not directly influence the data I collected, due to the Covid-19 pandemic, one of interviews had to be delayed for 10 days as the participant got infected. The interview was conducted after the recovery of the teacher. However, the after-effects of the disease might have had influenced the participant physically and psychologically, which directly could not have been realized or observed. Additionally, during participant observations, the teachers and the students had to wear facemasks. Although when needed the teachers removed their masks and guided learners, physically and psychologically wearing a facemask and the fear of getting infected might have influenced the participants' motivation, stress level or physical qualifications, which was not the actual concern of the present study.

Review of the documents, on the other hand, is limited to the understanding of the researcher. The review of the documents in the sense of being an interpretation of the researcher to a high extent might be bound to the researchers' background knowledge, learning experiences, and identity of the researcher. On the other hand, the scope of the interpretations could be bound to the breadth and depth of the document itself. In other words, for instance the document of the intended curriculum could be reviewed as much as the document allows to be interpreted. Since the interpretations in the reviews were highly bound to the text itself, it was impossible to access the unseen, unexpected, missing or the other façade of the intentions of the curriculum designers.

In reporting the findings, evidence taken in the form of quotations from the original data of the interviews were translated from Turkish into English as the interviews were conducted in the native language of the participants. No matter how meticulously the translation was done, and bracketing was used to convey the details in reporting, there still can be an amount of loss in presenting the feelings, emotions,

and reactions as they happened.

As a result, the study was carried out diligently and meticulously accounting for all these limitations during all the procedures in data collection, analysis, presentation of the findings, and discussion of the results.

### **3.9. The Researcher's Role in the Study**

*“Then you shall judge yourself,” the king answered. “That is the most difficult of all. It is much more difficult to judge oneself than to judge others. If you succeed in judging yourself rightly, then you are indeed a man of true wisdom.” (p. 52)*

*-Antoine De Saint-Exupéry  
Little Prince*

The explanation of my researcher role was guided under the headings of “what to study?” and “how to study?” “What to study?” aimed to introduce the reader with the origins and the underlying reasons of the decisions taken in studying teachers’ curriculum conceptualizations. “How to study?” on the other hand, aimed to take the reader into a journey of reflexivity to understand the role of the researcher in data collection, data analysis, and presentation of the findings in this study.

The all-encompassing perspective reflected under those headings was the evolution and the manifestation of me as a researcher based on my research experiences throughout my doctoral education and my own lived experiences. Therefore, humbly and honestly I acknowledge that this part initially was supposed to lead the reader to understand the relationship between me and this research study, and then guide the other researchers aspiring to know what the reality and the world of research may hold for them.

#### ***What to study?***

The researchers rise on their roots. The deeper the roots reach, the stronger the researcher gets. I, as a researcher, preferred to use the metaphor of “roots,” since when I stood on the edge of reflecting myself and my role, I ended up reaching my experiences as a curriculum specialist and as a teacher of which I have always been

proud and grateful. When I first started my job as a teacher I was appointed to a primary school. The following years, I also worked in different high schools. Starting a career as a curriculum specialist in the textbook writing committee in the provincial district and as a doctorate student in Curriculum and Instruction at METU in 2016 cracked me a door opening to a new world to find my answers to my endless questions taunting me as a teacher and my restless ever mind about education. I cherish all those years full of experience, excitement, joy and enthusiasm which at the same time sometimes included tiredness, sleepless nights, burning eyes, and tears of the feeling of failure. The journey of this dissertation started right at that feeling of failure when I was a teacher. The feeling of failure haunting me when I worked at two different schools and had two different implementations, yet based on the same curriculum!

Deciding upon what to study was clued to me to a large extent thanks to my experience as a curriculum specialist and my best six months of isolation in my life to get prepared for my doctorate qualification exam. As a curriculum specialist, I had the chance to work with many different fields such as mathematics, biology, physics, history, and so forth. My job is based on collaboration with the teachers recruited to write textbooks or produce materials according to the intended curriculum. The experience I gained within time aided me see something familiar and reminded me of a similar feeling. Without my lead and intervention as a curriculum specialist two teachers working in the same subject area were producing distinctly different content. When I talked to them, it occurred to me that they had different understandings of the curriculum. That was a familiar feeling, and I started to realize that there was something important there to be understood. The times I closed my door to the outer world for my qualification exam was the enlightenment period of my life. While I was studying curriculum development and curriculum theory, I dwelled on the Hunkins's Decision-Making Model for a while. The model was suggesting a stage of curricular decision making highlighting the significance of conceptualization and legitimization. This stage demanded the engagement, deliberation, and meaning making about the nature and the power of the curriculum and stressed the requirement of "someone conversing with the players to interpret the discourses generated in the field by both scholars and the practitioners" (Ornstein & Hunkins, 2004), as there were various voices in the field of curriculum. It hit me, and

I brought together the pieces of the puzzle. As a new teacher those years I was aloof to the concept of curriculum, did not have any chance to be involved in and be a part of it. I was expected just to implement it as a practitioner and my implementation of the curriculum was more or less bound to the interaction between me and the text of the curriculum. The curriculum before my eyes might have had different meanings in different settings due to many probable reasons. The teachers I collaborated as a curriculum specialist also were having similar difficulties.

What I was going to study and find answers lay before my eyes. I was going to start a long journey to discover the teachers' curriculum conceptualizations and the congruency of those conceptualizations with the teachers' practices.

### ***How to study?***

The main data collection instrument is the researcher, and as a human being, researchers have beliefs, perceptions, personal characteristics, past experiences, and approaches that directly or indirectly might have an impact on the procedures of the research. Although one can utilize from and be under the influence of many educational philosophies, as a researcher I position myself more on the side of non-technical curriculum approaches. Since my inclination in this research was more on understanding the curriculum through teachers' curriculum conceptualizations, I acknowledge that I derived much from the reconceptualist curriculum approach in the explanation and in interpretation of the findings. Still, I also employed ideas, notions, and concepts from the technical approaches, as well, in explaining the phenomena to present the reality as it was revealed. Accepting the merits of all approaches, in my dissertation overall, I entered the field advocating the idea of reconceptualists that the school is an institution interacting with the social, economic, and political systems in the world and that all those systems influence the manner the curricula are created and designed.

Bringing in my qualities and characteristics together my curriculum approach, my entrance to the field was smooth and welcomed thanks to my role as a teacher, an acquaintance colleague familiar in schools before. I must acknowledge that the ones who knew me as a teacher before introduced me to the other participants and facilitated my natural presence at schools and data collection procedures. Introducing

me to the other teachers as “Nevin is an English teacher, too” “We worked as colleagues some time” was indicative of their positioning me as an insider. In both research settings I had two key informants who were more familiar with the rigor of my research and provided me information whenever I needed. As a trustee I always felt the responsibility to keep all the information I was provided as confidential, questioned my objectivity by keeping reflective journals and always put effort to prioritize my researcher role first in data collection and analysis.

As was referred to by Karnieli-Miller et al. (2009), the quantity and quality of the data shared with the researcher requires a mutual trust between the participant and the researcher. To establish a trusted relationship with my participants and to elicit their story I made use of tactics to build rapport such as running errands, sharing personal experiences. For instance, one of the teachers although voluntarily gave her/his informed consent, s/he seemed anxious and to have some questions in mind. Upon this realization, to explain myself and the purpose of my study I thought I needed to invest more time. I joined them for lunch, had breaks with them and even sometimes accompanied them on their duty day. Once s/he asked me what I was writing during the observations. In a friendly manner I explained the purpose of my observations again and assured her/him that s/he could read and see my field notes whenever needed. Although s/he was quite distant at the beginning, finally I earned my position as a trustee. I acknowledge that, before building a mutually trusted relationship with the participants, the power and ownership was in the hands of the participants. As Karnieli-Miller et al. (2009) asserted the researcher must find ways to balance and proceed through the continuum of the power relationship. So did I, and at the point I felt “I am trusted,” I knew on a mutually balanced basis I could reach the data I was after.

Also, at the other research setting, one of the teachers was very difficult to get into touch and talk to the first two weeks. I barely could find the teacher’s weekly schedule and managed to ask her whether s/he would volunteer to participate into the research. Although slight doubts were felt on the participant, s/he accepted to participate into the study. I realized that the different characteristics and inconsistent attitude of the participant induced second thoughts in me whether to include her/him into the study. Then I decided to continue according to the sense of occasion. It went

well. Indeed, compared to the other participants, data collection with that participant was harder, but it was worth it as I was able to present the reality of the public high schools in MoNE as it was. Considering the context as an ecosystem, each participant had a considerable value in my understanding the case. The decision I took as a researcher not to exclude that participant at that point handed me the key to open the door to the existing reality. My persisting on keeping that teacher as a participant provided richness and variety more than was anticipated. Excluding even one participant could either alter the reality or would be a deficient portrait of the context. Here, what I recommend is to remain persistent as a researcher within the boundaries of the ethical principles. What I recommend is to keep resilient and try to collect as much data as someone can. But how? By being there to get to know your participant! Given that the researcher is there, observe and collect clues related to the participant, one can easily spot the zone where to stand, how to approach or what to do. If the participant gets anxious, lower your note taking during your observations, enter the class before her/him, and act invisible. If there is impatience, swiftly ask your key questions; if you notice discomfort, back off and give time. In short, try to feel empathy, behave sincerely and respect their comfort zones. In qualitative research, most of the time, our major data resource is the human being. Let it be an interview or observation, we as researchers are there in the field for a purpose, have an agenda to complete and this can mean pressure for most of the participants. Likewise, we as the researchers need the participants as the data we are after lie in their hands. My job at this point was to ease and find a balance in the continuum of those power relations. The more effort I put in easing their concerns, the richer and deeper the data I reached. For instance, one of the participants was quite anxious about being interviewed. I understood that s/he was getting anxious in strictly formal interviews and had a perception of being investigated, which s/he did not like at all. I assured her/him that ours was going to be conversation-like, and s/he would leave or end the interview whenever s/he wanted. The next day, the interview went quite well and at the end of the interview s/he said, "Thank you, we really had a great conversation." Thereby, I can assert that as a researcher, in data collection my most featured role was being a trustee, a confidante, and someone from them.

Regarding the power relations during data collection, I can say that as I possessed the research, initiated interviews and decided the topics to be discussed, I was in charge



of power. But that power shifted according to the characteristics of the interviewee when the interviewee decided the date of the interview, chose or insisted on the place where to conduct the interview, requested a short break, and/or asked for a favor for conducting the interview/observation. During the interviews, if the participants themselves expected my initiation saying, "Please you lead me, ask your questions and I answer," I felt comfortable in leading and taking the power over. But, I also felt comfortable in letting the participant take over and speak their minds if they were willing and enthusiastic to share, or did not rule over the conversation as it would be intimidating.

The reactions of the participants to a degree were reflective of the position they were locating me during data collection. Expressions like: "You know better, but I think..." or "Please convey these problems to your professors or people in charge you are in contact with in the ministry. We really need help" were reflective of a hierarchical relationship since it was positioning me as someone who was knowledgeable and a problem solver. The fact of my being a doctorate candidate was positioning me as an authority to "know better," and the fact that I was working as a curriculum specialist in MoNE was positioning me at a place closer to the decision-makers and as a "problem-solver" in the minds of the participants. Although I tried to balance that hierarchy by saying "No better I know, I am only here to understand the case," I think I could not change that view of me throughout the research. However, the position they put me translated into an endless struggle and effort to convey whatever I needed as data since I was someone from them, a knowledgeable person, and a confidante who was to be their voice.

On the other hand, in terms of data analysis I admit my researcher role that in coding the data the researcher names and tags the data in the span of the background knowledge and learning experiences in meaning making. I also must acknowledge that in the analysis one of the biggest challenges was to draw the boundaries of the themes in terms of deciding what piece of knowledge fits where in the components. The other challenge was to read and retrieve teachers' curriculum conceptualizations through their curriculum implementation practices. As the components of the curriculum are intertwined, the analysis was multilayered and proceeded through stringent cycles similar to the shape of a funnel. At each cycle, we analyzed the data

again and again to reach the most relevant and consistent findings. In other words, the analysis proceeded in an analysis-reanalysis mode, was in a cyclic nature and compared to the other parts of the research was the most time-demanding part as it lasted for nine months including reporting. Still, on the edge of finalizing my reporting, due to the nature of the qualitative research, and the fact that the prime agent in analyzing the data is the researcher, I cannot claim a 100% researcher-bias free analysis as it was I who transcribed the interview data, kept field notes, and interpreted the findings. By my researcher role in data analysis and reporting, I position myself as an exhibition curator who interprets a collection and also a guide of the exhibition leading the reader to understand the case under concern through the labyrinth in the teachers' minds recasting a story into a new context. Emphasized by Karnieli-Miller et al. (2009), the researcher has "absolute" control over the data in data analysis and ethical considerations bear great significance. At that point, to balance the absolute power of the researcher, both different researchers were consulted, and the participants were reengaged for the validation procedures. For instance, as was stressed by Kvale (1994), no matter how carefully is handled the transcription of the data can never be an exact copy of the conversation. To verify the intended meaning of the participants, eradicate any inaccuracies and/or misinterpretations and to check the authenticity of the insights, as a researcher I conducted encompassing member checks as a criterion of credibility. Another instance is about the inseparability of the data and the researcher. Since some of the data is stored in the memory of the researcher, the data cannot be thought to maintain existence independent of the researcher (Fink, 2000). Therefore, to reduce and alleviate that risk, a part of the analysis was peer debriefed and negotiated by four different independent researchers.

In sum, upon reflecting critically on my decisions and acts as researcher, I can say that from the beginning point of "what to study" to every step I took on "how to study" I humbly accept and acknowledge my role naturally fitting to the paradigm of qualitative research. The roles I was in charge both had merits and challenges. Regarding the power relations in the research, I cannot claim a fully symmetrical relation. Referring to the power relations description by Karnieli-Miller et al. (2009), I consider the power relation in my dissertation on a continuum. While in "what to study?," I possessed and exerted my power as the researcher, in "how to study?," the

power was altered, fluctuated, balanced, and sometimes shifted not to lose the voice of the participants and denote strong loyalty and commitment to their story. Ultimately, the power relations traveled from being asymmetrical towards to more symmetrical and can be characterized as representing a satisfactory level of partnership with the participants. I must say that the rigor of the research rises upon spotting the merits and weaknesses caused by the researcher's role and depends on what the researcher does to consolidate and alleviate those weaknesses building the research on sound bases. Therefore, confronting the aforementioned arguments, I affirm that by the help of my advisor I took the required actions to eliminate the risks of the researcher's bias and weaknesses that could be undermined by my role as a researcher and I presented the reality as it was.

Ultimately at the end of the study, alongside the researcher, the participants of the study were also thought to go through changes. Expressions of participants such as "I never thought about it before," "Thank you, this conversation helped me to reflect on my practices," or "It was a relief to talk to," were reflective of the probable cognitive and emotional changes in their world. On behalf of me as the researcher, the study helped me to find answers to my questions buried in my lived experiences as a teacher, broadened my horizons regarding the curriculum inquiry, and helped me to grow as a researcher, which all contributed to my journey of self-actualization. Now I stand on my roots nurtured by my new research experiences, contented and stronger, scrutinizing over my new questions to be answered.

## CHAPTER IV

### 4. FINDINGS

*“You are not at all like my rose,” he said. “As you are nothing. No one has tamed you. And you have tamed no one. You are like my fox when I first knew him. He was only a fox like a hundred thousand other foxes. But I have made him my friend, and now he is unique in all the world.” (p. 96)*

*-Antoine De Saint-Exupéry  
Little Prince*

In this chapter, the findings of the study were presented under four main headings in line with the research questions: “curriculum conceptualizations of teachers,” “the state of congruence between teacher conceptualizations and the intended curriculum,” “the state of congruence between teacher conceptualizations and the teachers’ practices,” and “the impacts of Covid19 pandemic on the curriculum implementation.” The research questions pursued two purposes: to understand curriculum conceptualizations of teachers working in two different types of public high schools and to uncover how congruent those conceptualizations were with their practices.

As the study is a multi-case design, the findings generated from the data analysis of the semi-structured interviews were reported including themes and categories belonging to each case to navigate the reader and provide an overall comparative view. Based on the analyses, the names of the cases were, in a sense, representations of the final outlook of the contexts. In line, the VTAHS was named after Case Dissonance, since the audiences in this context, the intended curriculum and the teachers’ practices were found to be “not in harmony with each other.” The AHS, on

the other hand, was named after Case Resonance, as the audiences, the intended curriculum and the teachers' practices mostly were or about to be in tune.

#### **4.1. Curriculum Conceptualizations of Teachers**

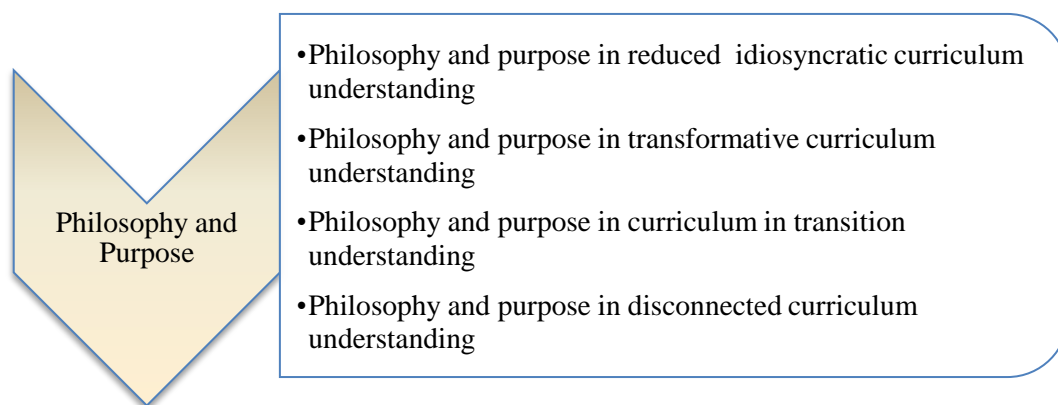
In response to the first research question: "how do the English teachers working in different types of public high schools conceptualize the curriculum?" the analysis revealed four different curriculum conceptualizations as reduced idiosyncratic curriculum, transformative curriculum, curriculum in transition, and disconnected curriculum.

Qualitative data analysis of the interview data obtained from Case Dissonance revealed an understanding that was named as reduced idiosyncratic curriculum. This conceptualization represents a reduction on curriculum components to reduce cognitive load based on one's own decisions. The term idiosyncratic has two levels to be considered: Initially, the reduced curriculum is idiosyncratic compared to the intended curriculum. Secondly, the idiosyncrasies on the school level emerge among teachers' curriculum implementation practices. For instance, while a teacher focuses on vocabulary teaching, the other skips that part and goes on with reading, yet both believe that they gained the objective. This type of conceptualization is not based on a preplan, and mostly is put into action spontaneously at the time of instruction.

In Case Resonance, the analysis unearthed that there were three different curriculum conceptualizations which could be named as "transformative curriculum," "curriculum in transition," and "disconnected curriculum." Transformative curriculum stands for a curriculum conceptualization nurturing learning experiences that lead to or catalyze the outcomes of the intended curriculum. Transformative curriculum, in this study, has a limited connotation confined to develop a critical view related to the components of the intended curriculum, bring in thoughts, search, and initiatives to act upon those critical points to replace or enrich the intended curriculum. Compared to the general understanding of transformative curriculum, in this study, transformation simply is on the level of being able to reflect upon the intended curriculum critically, and how to "make it work" through enrichment or replacement acts. On the other hand, curriculum in transition represents a curriculum conceptualization setting off from previously synthesized mindsets towards a new

mindset. Simply to put forward, it is a “yet to be completed” state of curriculum conceptualization. Transition, in a sense, means to migrate into a new world of concepts. Although the direction can be unpredictable of a transition, in this context, the analysis showed that transition was developing towards the intended curriculum and transformative curriculum understanding. On the contrary, disconnected curriculum conceptualization represents disconnection at two levels: disconnection to the intended curriculum and disconnection to the actors and elements of the context it is practiced in. Different from transformative curriculum and curriculum in transition which were found to thrive together, disconnected curriculum, in contrast, emerged drifting away from those conceptualizations similarly to an outlier. Although it was inferred to have lost ties with the context it emerged, disconnected curriculum as was revealed as another variation of curriculum understanding was presented under Case Resonance.

Since variations emerged in teachers’ curriculum conceptualizations in Case Resonance, presentation of the findings was started from Case Dissonance to provide an easy to follow flow. Regarding each component of the curriculum, presentation of the findings belonging to Case Dissonance and Case Resonance were followed respectively. Although the components of curriculum are considered interrelated, except for the third research question which presented the curriculum in its reality as a whole, in the findings related to the first, second, and fourth research questions the components were examined separately for the purpose of analysis. Regarding the first research question, teachers’ conceptualizations of philosophy and purpose were presented in the flow as highlighted in Figure 4.1.



**Figure 4.1** *Teachers’ Conceptualizations of Philosophy and Purpose*

Table 4.1 intended to facilitate the flow of the findings by providing the summary of the findings in the philosophy and purpose as a component of curriculum including the themes, the related sub-themes and categories revealed in the curriculum conceptualizations in both settings.

**Table 4.1**

*Teachers' Conceptualizations of Philosophy and Purpose*

Case Dissonance (VTAHS)		Case Resonance (AHS)	
<b>Theme 1</b> Philosophy and purpose in reduced idiosyncratic curriculum understanding	<b>Categories</b>	<b>Theme 2</b> Philosophy and purpose in transformative curriculum understanding	<b>Categories</b>
<b>Sub-theme</b> Construction of a reduced understanding of the philosophy and purpose of the curriculum	Inhibitive realities in curriculum implementation  The impasse between the teachers' understandings and the intended curriculum	<b>Sub-theme</b> Construction of a transformative understanding of the philosophy and purpose of the curriculum	Supportive school realities in language teaching  Holistic formation of a transformative curriculum philosophy and purpose
		<b>Theme 3</b> Philosophy and purpose in curriculum in transition understanding	
		<b>Sub-theme</b> Orientation to the philosophy and purpose of the curriculum	Onset conceptualization of school realities in English language teaching  Onset construction of a new attitude to language teaching
		<b>Theme 4</b> Philosophy and purpose in disconnected curriculum understanding	
		<b>Sub-theme 1</b> Deliberate deviation from the philosophy and purpose of the curriculum	Deviated school realities in language teaching  The segregative attitude in language teaching

According to Table 4.1, reporting of the findings belonging to Case Dissonance was followed by the findings of Case Resonance respectively.

#### **4.1.1. Philosophy and Purpose in Reduced Idiosyncratic Curriculum**

##### **Understanding**

Philosophy and purpose in reduced idiosyncratic curriculum understanding emerged to have constituted from the sub-theme of construction of a reduced understanding of the philosophy and purpose of the curriculum and was based on insights, thoughts, and evidences to reveal “why” the philosophy and purpose of the curriculum was reduced and handled idiosyncratically. It rose upon the categories of “inhibitive realities in curriculum implementation” and “the impasse between the teachers’ understandings and the intended curriculum.”

**Inhibitive Realities in Curriculum Implementation:** The analysis of the data revealed the fact that teachers had a broad perspective ranging from macro level curriculum decisions taken by MoNE, to the micro level curriculum practiced at school level shaping their curriculum understanding. Being asked about the feasibility of the philosophy and purpose of the curriculum in their context, teachers started to speak their minds around the unrecognized realities of VTAHS at macro level referring to the shorter academic calendar, intensive curriculum implementation requirements, and the paralysis effect of top-down macro policies on school level administrative decision mechanisms. As can be drawn from the quote, MoNE’s “apples and oranges at one pot” approach of curriculum was interpreted as putting all learners at one pot with all their unrecognized needs and their institutions’ needs to achieve their missions (nature):

Our students at 9<sup>th</sup> and 10<sup>th</sup> grade are exposed to the same curriculum with Anatolian and Science high school students. Yet, our aim [as a school] is to gain the sector qualified staff members. We [decision makers and practitioners] occupy at least the two years of those learners. ...So let us change it! Let us put “Science High School” on the sign! Why do we call it a vocational high school? If we have no difference, same things, same lessons! (VTAHS T4)

The analysis pinpointed that the “top-down one size fits all” curriculum policies of MoNE were regarded as oppressive by teachers due to the restrictions they faced in achieving the purpose of the curriculum, which seems to have a role in curriculum conceptualizations of the teachers.

Following macro policy inhibitions, the analysis supported that teachers’



understandings come to an in-school level analysis. In this respect, pretended administrative support and inhibitive learner characteristics emerged as school level inhibitions which could have an impact on teachers' curriculum understandings.

Although teachers seemed to hold well intentions about the administration, the details they focused revealed their true thoughts and understanding of the administrative approach to language teaching. Those thoughts emerged themselves in the expressions revealing the need of sincere support, appreciation and rewarding mechanisms, and pretended administrative support:

I mean, their support is so-called, only in words but the bottom is empty. ... However, our previous principal was better supporting us. He always said "I am behind you in any way." We felt valued and important. For example, we wanted to have those paintings made, you know, the seasons, something... so that the students can see English words. But then our new principal came. The school was painted and those paintings disappeared. ... (VTAHS T3)

On the other hand, inhibitive learner characteristics emerged as another element which could have shaped teachers' conceptualizations. The idiosyncrasies laid in the descriptions of what was defined as "inhibitive" among teachers. While according to one teacher, students' life conditions outside school was of matter, for another it was directly the attitude or approach towards learning a language. As a result, the inhibitive general learner characteristics range from familial issues, hardships of life and unmet physical needs of students to the negative attitude towards English language learning, distorted perception of cultural courses as lessons to be passed not learnt, passing the class as perception of achievement, and apathetic approach towards language learning. As was depicted in the quote, those characteristics seemed to play a crucial role in giving direction to teacher conceptualizations:

There is a group of students who say "Do not bother me," "Pass me teacher! Why are you dealing with me?" There is a group that does not like it [English course] at all! How can my purpose be to raise fluent English users? (VTAHS T1)

Based on the prompts and the analysis it is comprehended that the late intervention to the problems, and lack of technical support, appreciation, and rewarding mechanisms signified to a pretended administrative support on teachers' minds which might have led them to feel alone and helpless influencing the conceptualization of working in

this context that was defined mainly as “difficult” and “descending in career steps.” This failed collaboration between the administration and the teachers, also was clued to be among the teachers, stated as “In fact, we are bad in this regard [professional collegiality], compared to my previous experiences at other schools. I think we could spend much more time as English teachers 10 years ago” (VTAHS T3).

Evident from the analysis, together with the pretended administrative support and the inhibitive general learner characteristics, achieving the purpose of the curriculum as to raise effective users of English emerged as an unrealistic desire and therefore was reduced into a level of achievable idiosyncratic purposes.

### **The Impasse between the Teachers’ Understandings and the Intended**

**Curriculum:** The impasse between the teachers’ understandings and the intended curriculum was revealed, initially, through the twisted concept of knowledge; role of the teacher and learner; twisted language learning expectations, language teaching aims, and definition of the act of language learning. It was seen that the aforementioned elements of teachers’ curriculum understanding largely deviated from the philosophy of the intended curriculum. As it was in previous aspects reported, the variations in descriptions seemed to create idiosyncrasies.

In line, it was understood that teachers had a twisted concept of knowledge. Their concept of knowledge either meant functional skills relating to students’ vocations or basic language skills for building vocational English skills upon. Besides, as partially was reflected in the expression: “I, in my previous schools, still was not guiding entirely, I think it was a mix. But, right now I am just transmitting information. I am trying to cram it” (VTAHS T1), the twisted concept of the role of the teacher was unearthed in the form of teachers as knowledge transmitters or psychological consultants. Additionally, high consensus among teachers revealed the role of the learners as receivers or listeners.

Another emerging point referred to the twisted language learning expectations of the teachers. Their expectations concentrated around a perceived low proficiency which was no more any less than an A1-A2 user according to CEFR. As a surprising finding, one of the teachers expected learners to self-transfer knowledge transmitted into skills/real-life situations. As was referred to in the quote, the teacher identified

her/his language teaching aim as to transmit structural knowledge to learners instead of facilitating the development of skills: “I am trying to establish the baseline knowledge. It is up to the students to do further. Being able to talk to foreigners in their internship, it is now up to her/him and to their enthusiasm” (VTAHS T2).

Another insight drawn from the analysis was about the twisted concept of the act of language learning. Language learning was identified as a “natural talent” or “an intellectual act.” Language learning was not understood as a skill to be developed, rather it was subordinated to the abilities of a minority of individuals, as was implied in the quote: “They will develop themselves now. That is optional. You cannot do it by force, language is also a talent” (VTAHS T2).

Secondly, the impasse between the teachers’ curriculum understandings and the philosophy of the intended curriculum was revealed through the findings establishing the imbalances between the purpose of the curriculum and the reality of the context. The analysis revealed that those imbalances concentrated around the purpose/objectives which were defined as incompatible with student needs. Further, the intensity (fullness) of objectives was focused on as another issue. According to the analysis, the imbalance was most felt when the teachers had to rush to achieve the objectives in a quite shorter academic calendar through quite shorter weekly hours particularly in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades compared to other types of high schools. As was emphasized in the quote, the professional resolution brought up was to “trim,” “reduce,” or even “exclude” objectives, which was found to bring in idiosyncrasies among teachers:

It does not fit in two hours and we have difficulties in this, sometimes I have to cut and trim, we are expected to achieve the objectives to the maximum extent in a suitable way, but we try to give those objectives in the minimum amount of time. (VTAHS T1)

The impasse was found to become even more evident when it was understood that teachers adhered to the curriculum due to the mandatory assessment requirements. That is, teachers were found to be stuck-up between the strict top-down curriculum objectives and assessment requirements which seemed to lead the teachers to focus more on assessment concerns rather than actual learning. Thereby, as to some extent can be drawn from the quote, the search for resolutions was understood to be lost among those imbalances and came to a dead end:

Yet, the objectives do not fit them [students]. ... Because I think those objectives appeal to Anatolian high schools. ... They do not fit at all! Irrelevant! We somehow or other have to give it [curriculum] out of necessity. We reduce it and process it a little more. For example, soon the exams will start, I am thinking about what to do for the 11<sup>th</sup> grades! (VTAHS T1)

Thirdly, the impasse between the intended curriculum philosophy and curriculum understandings of teachers was revealed through the failure of skills-based approach. The analysis unearthed that the highlighted (speaking and listening) and writing skills ended up in a gradual disappearance particularly due to the incompliant tasks with learner proficiency, prejudices of learners, time constraints and inadequate technical support, as was depicted:

You cannot access everything here, smart boards are not ready. You transfer the track [listening] into a portable USB at home but when you come here, the software does not allow opening it. Students with good digital skills struggle a while but no! Your lesson goes with that thing! Finally, I say “Okay kid, let it go!” (VTAHS T3)

Due to the aforementioned reasons, the speaking, listening and writing skills were found to be metamorphosed: Speaking and listening tasks were found to be in disguise of task completion such as reading aloud, answering questions, and completing row exercises while writing skills were in disguise of dictation given as assignments. That is, the skills were metamorphosed compared to the intended curriculum level and reduced to a personal idiosyncratic understanding, as to some extent could be drawn from the quote:

I do the listening tasks. I make them answer the questions of the listening in rows. Regarding speaking... They are low proficiency, prejudiced to speak and I do not have that much time anyway [accentuated]...everything is time-related. You know it is the same for writing: If I spend a lesson on a student’s writing...No, I do it in the form of homework. Then I have a few students read it as feedback. (VTAHS T2)

The impasse between the teachers’ understandings and the intended curriculum was finalized by the proposal of a hypothetical curriculum for the context. Although there emerged idiosyncrasies, there was consensus on some milestones. The most emphasized point all teachers agreed upon was the need for a curriculum compliant with the learner’s needs and the context. The other points of agreement were about reduced proficiency expectations, allocation of plausible weekly hours, and prioritizing fluency over accuracy. The idiosyncrasies were revealed in the

approaches to be adopted. While two of the teachers believe in a merged content-based curriculum approach which means combining general English content with English for Specific Purposes (ESP), the other two support a preparation year and a problem-based ESP curriculum.

Consequently, the aforementioned gaps between the teachers' understandings and the intended curriculum depicted the impasses establishing the bases of a reduced idiosyncratic philosophy and purpose understanding of teachers.

#### **4.1.2. Philosophy and Purpose in Transformative Curriculum Understanding**

As there emerged three different conceptualizations in Case Resonance, philosophy and purpose of the curriculum was presented in the scope of the transformative curriculum, curriculum in transition, and disconnected curriculum respectively.

As the representation of “how” the philosophy of the curriculum was transformed at school level enriching the intended curriculum, philosophy and purpose in transformative curriculum understanding rose upon the sub-theme of construction of a transformative understanding of the philosophy and purpose of the curriculum and the categories of “supportive school realities in language teaching” and “holistic formation of a transformative curriculum philosophy and purpose.”

**Supportive School Realities in Language Teaching:** According to the analysis, there emerged a strategic administrative positive support to language teaching in this case. As was reported, language classes meant increased success at high stake exams, prestige, and public recognition for administration. Yet, as can be drawn from the quote despite this strategic approach, the administration provided full support and appreciation to teachers when needed: “If we say that we want to do an [innovative] activity as English teachers, they will mobilize all the opportunities they have” (AHS T2). Being provided the support needed, although indirectly and strategic to the teachers' minds, seemed to have paved the way of teachers' decision making, innovative, and critical thinking skills to develop an understanding to reflect upon the curriculum and go further as was pinpointed in the quote:

There is huge difference between the before and after version of me as a teacher. Doing projects enriched my curriculum understanding a lot. Now I question how

much something in the curriculum is worth to raise effective language users and if necessary I decide to change or replace something. (AHS T1)

Through a critical approach, lack of investigation of teaching practices and organization of the teachers groups' sharing and learning were defined as administrative constraints which was not at an ideal level. Yet, this critical approach seemed not to affect setting professional collegiality among teachers and the conceptualization of working in this context. The comment: "But in general, I always get the chance to practice some of the things in my mind, at least. It is a place you can achieve whatever you want and can. Therefore, it feels good to be an English teacher here!" (AHS T2) referred to the fact that teachers were surrounded by a fostering, supportive school environment which directly was reported to have a good impact on their well-beings. In sum, the supportive relationship between the administration and teachers in a sense could be taken as the clues to the collaboration of the leading stakeholders to achieve the purpose of the curriculum as was required by the intended curriculum.

As a final element of supportive school realities worth to mention, the general characteristics of learners were identified as adequate language proficiency to build new learning and a state of being open to learning. Also, it was reported that students in this case mostly were coming from medium or high SES families, which together with the aforementioned characteristics was interpreted as a powerful factor facilitating teaching practices in the classroom, as was referred to in the teacher comments: "I do not think that they deal with different problems outside school or in school other than their lessons and so on too much. Therefore, I think this makes education easier. I would rather say the teaching part" (AHS T2).

As a result, the supportive school realities including the strategic positive administrative support to language teaching and the general learner characteristics in the case seemed to have catalyzed the transformative curriculum understanding of the teachers.

### **Holistic Formation of a Transformative Curriculum Philosophy and Purpose:**

Likely to a puzzle, the holistic formation of a transformative curriculum philosophy and purpose served to bring together the pieces and draw insights regarding the emerging patterns. The elements illustrating this category crystalized around

teachers' critical overview of middle school implementation practices, accurate identification of skills; the overlapping and beyond definitions of the role of the teacher, learners, and language learning expectations; and ultimately the pursuit of a beyond curriculum: an authentic common-core curriculum.

The analysis of the data showed that teachers had developed a holistic critical perspective in developing a transformative understanding of the philosophy and purpose of the curriculum. As evident in the patterns reaching some certain overview was a long way, and it required deep experience and association with the curriculum. Based on the analysis, initially, a critical overview emerged related to the middle school curriculum implementation practices. It was indicated that the assessed curriculum-based implementation practices at middle school were a threshold. The practices at middle school were mentioned to create certain learning habits and undermine the skills-based approach implementation struggles at high school. Moreover, it was indicated that the critical periods of language learning were missed in middle school, and therefore most learners were bringing prejudices and already built attitudes towards language learning when they come to high school, as was referred to in the following verbatim statement:

Since it is in the test of high school entrance exam [LGS], and the test is based on multiple choice questions, teachers focus on structure at middle school. There is nothing they can do! Yet, it becomes a little too late when students come here... To change that attitude we put a lot effort to persuade students that "speaking," "using the language" is what we value. (AHS T2)

In other words, the act of change initially emerged to be acted upon the language learning attitudes of the learners, which was reported to be fundamental to achieve the purpose of the curriculum. That is, the development of a transformative curriculum philosophy seemed to have started from transforming the prime agent of the curriculum: the learners.

It was apparent in the analysis that teachers had a holistic and accurate identification of language skills, particularly in terms of the highlighted skills in the curriculum. In this respect, while in general terms listening skills were identified as the ability to understand authentic language use, speaking skills, represented the ability to talk at any time in any case. Worth mentioning, that in constructing a transformative understanding, it was understood that teachers did not drift away from the intended

curriculum, rather, they initially tended to approximate their language teaching approach to the intended curriculum and moved to enrichment acts. In this respect it was found that a skills-based approach was adopted.

The analysis revealed that although responding to the concepts in the intended curriculum, teachers' definitions in this case also included elements relevant with the understanding of 21<sup>st</sup> century skills which brought insights beyond the intended curriculum in the scope of the role of the teacher, learner, and language learning expectations. Being asked questions probing for conceptualizations about the philosophy of the curriculum, the basic notion about the concept of knowledge emerged around developing language skills which is baseline to the intended curriculum. Further and beyond, developing the research skills of the learners was mentioned which indeed is a notion central to 21<sup>st</sup> century skills. Regarding the role of the teacher, being a facilitator-guide to the learners was already underlined. What was indigenous of their understanding was to add another level to that role which emerged as "perceived dynamic roles" accompanied with the changes occurring in education, as was supported by the quote:

In recent years, I am aware that my role has changed and will continue changing. Now, at school, I define myself as someone who provides skills, guides learners, and checks his/her knowledge when s/he [the learner] finds the information, or gives key information at key points in the task. And I am very [accentuated] happy to be like this. (AHS T1)

On the other hand, the definition of the role of the learner was found to have been transformed as "active language users who were resilient, intentional, and confident." In terms of the language learning expectations, using the language confidently was enriched and put forward as "confident language users who can think critically and creatively," as could be drawn to some extent from the quote:

That is, why I do not expect the student to memorize something like a parrot...This has nothing to do with being an effective language user. I want her/him to be able to make logical inferences from the context, to produce something with her/his own efforts to use the language as much as possible, and to break his prejudice against the language... (AHS T1)

Ultimately, the ideal language learning approach was identified as authentic language learning with an emphasis on exposing students to real life situations and problems rather than the prescribed and irrelevant objectives, as was emphasized:



Well, I think they actually learn better when they talk. In other words, this talk is about solving a spontaneous problem, not the one which is in a certain task! I think s/he [the learner] learns the most when s/he tries to talk directly on the subject, whatever it is. (AHS T2)

In other words, it was believed that when the students were engaged in speaking on a problem spontaneously, they learned better. The emphasis was to be simply on speaking and staying engaged during the lesson to achieve the purpose of the intended curriculum.

Following this approximation to the intended curriculum and the transforming enrichment ideas and notions, ultimately, the teachers were found to be in pursuit of a beyond curriculum: “an authentic common core curriculum” which empowered teachers with more autonomy in pedagogical decision making, as was mentioned:

If it was left to me, I would determine the themes and give the objectives. I would give the target vocabulary and the target grammar structure, but other than that, I create a material archive and leave it to the teacher. Then it is very easy to take the exam, too. (AHS T1)

Such a curriculum was desired as it would provide empowerment in decision making, space for creativity, and flexibility in teaching practices which pinpointed and clued to some of the principles in transformative curriculum understanding.

As a result, in this holistic picture drawn, the philosophy and purpose understanding in transformative curriculum was found to be built around a critical overview of including middle school implementation practices, accurate identification of skills; the overlapping and beyond definitions of the role of the teacher, role of the learners, and language learning expectations finally leading to the pursuit of a beyond curriculum: an authentic common-core curriculum. All those patterns revealed, in a sense, were drawing the landscape of the holistic formation of the philosophy and purpose understanding in transformative curriculum.

#### **4.1.3. Philosophy and Purpose in Curriculum in Transition Understanding**

Philosophy and purpose in curriculum in transition understanding was comprised of the sub-theme of orientation to the philosophy and purpose of the curriculum representing thoughts, search, and evidences about the philosophy and purpose that reflect struggle to fit into and adapt to the requirements of the intended curriculum

and the ecosystem of a new mindset. Being the representation of teachers' acts of search and efforts toward "how" to approximate to the philosophy of the intended curriculum, orientation to the philosophy and purpose of the curriculum included two categories: "onset conceptualization of school realities in English language teaching" and "onset construction of a new attitude to language teaching."

### **Onset Conceptualization of School Realities in English Language Teaching:**

According to the analysis, it was understood that two of the participants were going through a transition phase in struggle to calibrate themselves towards the intended curriculum and the transformative curriculum conceptualization. The analysis indicated an onset conceptualization of the school realities in English language teaching. Their initial conceptualization was based on the closest notions they could reach and were in touch with, such as "students" and the "learning environment." For instance, as the students were the closest actors in the context, though still blurry, relatively clearer statements or thoughts about students were uttered. Accordingly, it was found out that students were described as with positive attitudes toward language learning, being unprejudiced toward speaking, and having adequate language proficiency, as was reported in the verbatim statement:

I liked the school, as I said our student profile is nice, quality, very good students compared to other schools. There is a student profile in this school that satisfies you in terms of speaking. Class participation is generally good in the classrooms. (AHS T4)

Learning environment as the second closest notion teachers were in touch with was described relatively more vividly compared to other entities of school realities such as the administrative approach and school culture in language teaching. On the other hand, in their constitution of conceptualizations regarding the school's approach to English language teaching, the third closest notion to teachers emerged as the "reactions and support given by the administration to the needs of teaching supply and the other English teachers' support." The administration's allowing and supporting material selection and the other teachers' assistance provided when needed were interpreted as a positive indicator to understand the school's approach in language teaching, and also clued the collaboration among teachers and the administration, as was supported in the quote: "Frankly to say, I could not understand the school approach very well, but I think it would be good! ...We can

buy books now. ...Colleagues also help a lot. Y. teacher solved our software problem immediately for example” (AHS T4). In short, the teachers’ onset conceptualization of working in this context was clued to be positive.

Consequently, students and the learning environment emerged to be the prominent elements in the onset conceptualization of the school realities constituting a base for the teachers’ curriculum in transition acts and decisions to be taken.

**Onset Construction of a New Attitude to Language Teaching:** Approximation efforts to the attitude of the selected colleague, understanding of the intended curriculum’s approach, dichotomy of the concept of knowledge, felt facilitator-guide role of the teacher on probation, and the fluctuating role of the learner between being a knowledge receiver and a language user constituted the category of the “onset construction of a new attitude to language teaching.”

The analysis uncovered that while teachers were trying to orient themselves to the new context they were in close observation of colleagues’ acts and practices. Those observations and the still active previous context mindsets might be told to serve as filters helping teachers reflect upon their newly growing contextual schemas. Evidently, based on the analysis, teachers were setting themselves new goals and growing awareness of teachers’ initiative taking skills. Yet, it was understood that they still were insecure and probing for what was consistent and right to do in this new context and that they needed time to fully adapt as professionals to act on the newly constructed mindsets. As was indicated in the quote:

Y. teacher is doing e-Twinning projects here. Actually, I am very curious about such things! But, well, I cannot keep up with everything right now...but I do not want to be left behind like this! Actually, I would like to be active like her/him, to work, as I said, I am trying to get to know things a little within time. ...Here I am in the observing thing right now! (AHS T3)

Regarding the concept of knowledge, the analysis indicated that there was a dichotomy against the skills-based knowledge for life which is central to the philosophy of the intended curriculum. That is to say, the dichotomy was between knowledge and action. They were already aware of what knowledge was central to the curriculum, yet based on the analysis it was seen that they utter a structure-based concept of knowledge which indeed showed that their previous mindsets might have

intervened, as can be drawn to some extent from the quote:

I entered the classroom, in a rush did the vocabulary part “when, while, when, while, when while...” [Repeating the name of the structure to give the message that she had the structure on her/his mind to teach and it is very important]. Then, I gave it, I came to the teachers’ room, I burst “Teacher, I gave when/while!” [S/he laughed]. This is very bad for an English teacher. As I taught when/while how happy I was. (AHS T4)

On the other hand, the analysis indicated to a felt facilitator-guide role of the teacher on probation. It was unearthed that either the role of the teacher was bended from a facilitator-guide to a knowledge transmitter based on learner characteristics or the facilitator-guide roles were on suspension, as was depicted in the quote: “...if I can get a lot from the student, we can go with problem solving, you know... It can be fun, too. But in some classes, I am a teacher who gives direct information and does not question anymore” (AHS T3).

One of the teachers clearly defined the roles to be adopted as overcoming the negative attitudes of learners brought from middle school, raising a language learning awareness and gaining learners a perspective of life as was expressed: “... not only the students but also the parents must be trained at first about why to learn a language” (AHS T4). However, those roles were understood to be on suspension due to inadequate information about the learners, feeling of professional inadequacy and doubts about unknown school-parent reactions to curricular activities, as was referred to:

It feels like we just save the day, it makes me very sad! I always feel inadequate when I come. ...I would really like to take the student for a foreign movie –but how does the family look at it? ...I mean, high school kids are adolescents! What does the parent understand? What does the administration understand? What does the school understand? (AHS T4)

As evident from the analysis also, it was understood that teachers were aware of and supported a skills-based language teaching approach with a central value of speaking skills as was supported by the quote: “Yes, a good English curriculum should definitely be...and speaking-oriented” (AHS T3).

Still, now and then the analysis revealed inconsistencies referring to a dichotomous situation. For instance, while making definite expressions supporting an action-oriented skills-based approach highlighting speaking skills, the descriptions depicted

moments in contrast such as “I mean, if I give them a chance to speak [she laughs], they talk, but other than that, if I do not give them a chance, I might be talking more...” (AHS T4), which also was reflective of the learner role fluctuating between being knowledge receivers and active language users revealing a transitioning state of the role of the learner.

While regarding the teachers’ approximation efforts to the attitude of the selected colleagues, understanding the approach of the intended curriculum and the concept of knowledge the transition emerged to be only on the level of a growth of awareness; about the fluctuating role of the learner and the felt facilitator-guide role of the teacher, the analysis clued for an evident trial and error situation which signals transitioning attempts. In other words, the findings established that while in the areas of the approach of the curriculum and the concept of knowledge the teachers were still observing and collecting input, in the areas of the role of the teacher and role of the learner they were actively taking action.

#### **4.1.4. Philosophy and Purpose in Disconnected Curriculum Understanding**

Philosophy and purpose in disconnected curriculum understanding was based on deliberate deviation from the philosophy and purpose of the curriculum as a sub-theme. It represented thoughts and views of how this understanding drifted away from the philosophy and purpose of the intended curriculum and the in-context ecosystem. Deliberate deviation from the philosophy and purpose of the curriculum, in a sense, was a manifestation of the deliberate acts about “how” the philosophy and purpose of the curriculum was deviated. As a sub-theme it was based on “deviated school realities in language teaching” and “the segregative attitude in language teaching” categories.

**Deviated School Realities in Language Teaching:** According to the analysis, the strategic positive support of the administration similarly to the other conceptualizations was referred to, however with a hint of apathetic meaning.

In contrast to the other understandings, in disconnected curriculum, the acts of the administration were interpreted intentional and malignant. As can be drawn from the quote of “...they wait to catch a breach in your acts. One single fault caught and

there immediately you are questioned” (AHS T5), the investigation acts and the control mechanisms were negatively perceived and found discomforting. That is, collaboration between the teacher and the administration in this understanding was clued to have collapsed and the conceptualization of working in this context was clued to be negative.

Also, lack of collaboration with the other teachers was clued in the comment of another teacher stated as “You cannot see Z. teacher. S/he rarely visits the teachers’ room. Sometimes we see each other only in the meetings” (AHS T1).

Besides, the student characteristic descriptions were in full contrast to the other curriculum understandings in Case Resonance. As was stated students were found low proficient with little academic orientation: “Students in this school are the ones who came from other private schools. ...They know nothing! They think they do but no! Also their parents think their kids are good in English” (AHS T5).

In sum, the truth of Case Resonance regarding school realities was found to be deviated from the reality of the other conceptualizations and the expectations of the intended curriculum.

**The Segregative Attitude in Language Teaching:** On the other hand, based on the analysis there emerged a structure-based concept of knowledge. As was directly expressed, being a knowledge transmitter as the role of the teacher was preferred to being a change agent while the learners were positioned as knowledge receivers.

More interestingly, there emerged double standardized teacher roles towards students who were not in language classes as can be supported by the quote: “My aim is to guide them [language students] well, here I prepare a lesson plan for them, not only in English, but also related to their other lessons, weekly work schedules” (AHS T5). While toward the language students, a facilitator-guide role was adopted, the role of being a knowledge transmitter was acted upon students who were not language students, as was depicted:

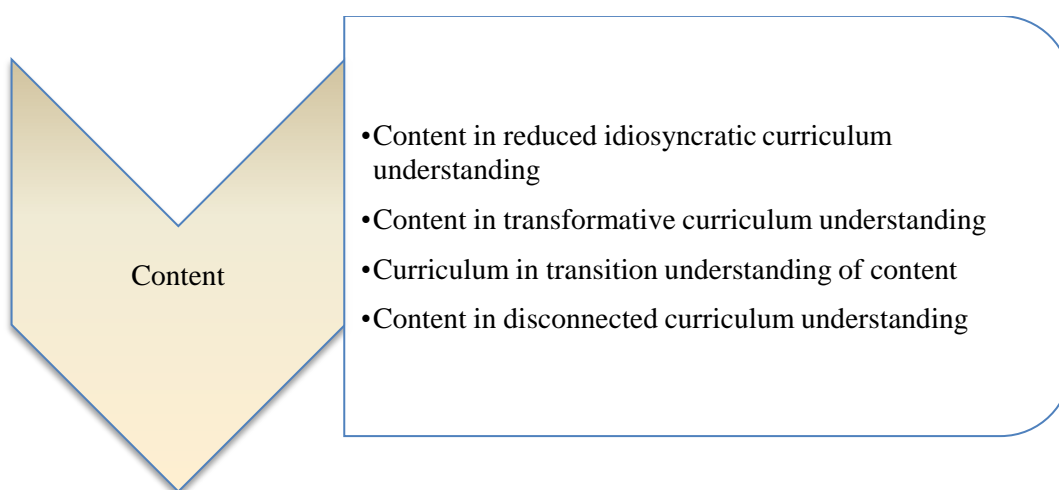
I am a total knowledge transmitter. In other words, I do not want to transfer my own knowledge or do anything else because I only transfer as much as I need to. I cannot explain it! [S/he gasps]. I mean, I do not even want to tell what I know, that is all! (AHS T5)

Ultimately, the analysis indicated to a hypothetical curriculum proposed, which was based on a divided skills approach to language teaching. As can be drawn from the quote it was indicated that skills were interpreted separately and thought as separate courses: “I would separate speaking as a speaking lesson once. So I would separate the skills to courses. ...Grammar and vocabulary would be separate” (AHS T5). The findings referred to segregated patterns in terms of the teacher, students, and the skills in the language which all signal to the segregative attitude in language teaching.

In sum, the detached position from the school realities together with the segregating approach to the teacher role, role of the learners, concept of knowledge, and skills all constituted and referred to a deliberate deviation from the philosophy and purpose of the intended curriculum.

The pursuit of answers for the first research question continued, secondly, by shedding light on the conceptualizations of teachers’ regarding the content of the curriculum.

Teachers’ conceptualizations of curriculum content were presented in the flow as was illustrated in Figure 4.2. In line, the findings in content understandings of the teachers were presented in four headings.



**Figure 4.2** *Teachers’ Conceptualizations of Content*

Table 4.2, on the other hand, aimed to help follow the flow of the findings and catch a comparative grasp belonging to the both cases by presenting a detailed

representation of the findings including the themes, the related sub-themes and categories highlighting teachers’ content understandings.

**Table 4.2**

*Teachers’ Conceptualizations of Curriculum Content*

Case Dissonance (VTAHS)		Case Resonance (AHS)	
<b>Theme 5</b> Content in reduced idiosyncratic curriculum understanding	<b>Categories</b>	<b>Theme 6</b> Content in transformative curriculum understanding	<b>Categories</b>
<b>Sub-theme</b> Construction of a reduced understanding of the content	The paradox of content	<b>Sub-theme</b> Construction of a replaced and enriched understanding of content	Reconstruction of the content
		<b>Theme 7</b> Curriculum in transition understanding of content	
		<b>Sub-theme</b> Onset construction of the concept of content	Content conceptualized as the official vs selected textbook-materials
		<b>Theme 8</b> Content in disconnected curriculum understanding	
		<b>Sub-theme:</b> Detached understanding of curriculum content	Shift of the concept of curriculum content

In the route of Table 4.2, the findings belonging to Case Dissonance and Case Resonance were reported respectively.

**4.1.5. Content in Reduced Idiosyncratic Curriculum Understanding**

Based on the analysis, similarly to the case of the philosophy and purpose of the curriculum, content as well, was found to be reduced and idiosyncratic compared to the intended curriculum and at school level. As the representation of “why” the content was reduced to an idiosyncratic school level different from the intended curriculum, construction of a reduced understanding of the content as a sub-theme was based on the category of “the paradox of content.”

**The Paradox of Content:** Initially, the analysis revealed patterns related to the problematic content features of the textbook. The content of the textbooks was found



irrelevant with the needs of the audiences and the missions of VTAHS and this situation was interpreted as an equity problem by the teachers. Also, the content particularly in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade textbooks was found overloaded and much above the proficiency level of the learners. The overloaded content compared to the shorter academic calendar was the other aspect of the equity problem signified, as was supported by the quote:

Yes, we have a material, a book, which helps us the most in this process. But this book [the content] is the same in Science high schools, AHSs and VTAHSs and at every high school level. .... We cannot provide equality of opportunity. We are the ones [VTAHS] who suffer the most in this regard. (VTAHS T4)

Also, the content of the textbooks was found obsolete and non-authentic. The level of tasks in the textbooks was defined as high proficiency. The unelaborate design of content in the textbooks was reported as another problem that made everything even more difficult to deal with. According to the analysis, the teachers expected a step-wise pre, while, and post-learning design which they thought was more appropriate for their students. The content in the textbooks did not lead the teachers and students adequately, as also was referred to in the quote:

Behind a heavy text, there are two or three text-related questions. There are no areas for vocabulary or returns. "Drills," "chains," we cannot see such things. ... It is also about the low quality of the print and exercises, and lack of assessment parts. ... Three or four abstract questions are placed at the end of huge text! We end nowhere, obviously. (VTAHS T4)

Secondly, the analysis revealed findings related to the underestimated content organization dimensions. Accordingly, there were references to the lack of a holistic, balanced vertical organization of curriculum delivery tools. In other words, the textbooks for 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade levels were found inconsistent with each other not representing continuity. Yet, adopting a unified approach in content organization was significant. Additionally, within the content of the textbooks, lack of continuity was also another matter concerning inadequate repetition of the new lexis, as evidently emphasized in the quote:

Here [in this book] the words are given once at the beginning. Then the student encounters those words not until the end of the unit. I mean, the tasks begin and end there. Listening, you listened there, it is over. A true/false activity and finished! No preparation, no follow-up. (VTAHS T1)

Also, there emerged a reference to the unbalanced integration in the content. As can be seen in the quote, it was stated that there was an overemphasis on history which was found overwhelming: “Our [Turkish] history is always in the book of the 10<sup>th</sup> grade and in the 11<sup>th</sup> grade book! It is like a history book, so it should not be like that” (VTAHS T3).

Due to the reasons reported, teachers stated that they skipped (excluded), simplified, or try to translate the content. As a result of the analysis, the findings revealed that teachers in Case Dissonance had a textbook-and-grammar based, and trimmed conceptualization of content, as was supported by the quote: “...all those mixed types of ‘if clauses’ are placed in the textbooks! However, basic type 0, 1 and 2 are enough for these students. ...Why is there that expectation? Who can speak advanced English this way [referring to the textbook]?” (VTAHS T1). In other words, the content in the textbooks was reduced to an idiosyncratic level. Yet the idiosyncrasies were described to differing degrees in the different parts of the content. Trimming the content, the role of the textbook, and the emphasis put on grammar were understood to be not on the same line for all the teachers.

Finally, the content emerging in the teachers’ hypothetical curriculum proposals was seen to be based on functional tasks and meaningful content for the students in this context, as was expressed: “A vocational English book should be given separately for accommodation, a good book for food and beverages, relevant with student proficiency, basic level! Listening and visual-heavy books! It cannot be achieved with written exercises” (VTAHS T2). In other words, there was an emergent call for ESP-based design of curriculum delivery tools focusing on content featuring the spoken language with relatively lower knowledge about language structures.

#### **4.1.6. Content in Transformative Curriculum Understanding**

As there emerged three different conceptualizations in Case Resonance, content of the curriculum as the second component was presented in the scope of the transformative curriculum, curriculum in transition, and disconnected curriculum respectively.

The analysis established that content as a component in transformative curriculum

understanding was shaped and transformed enclosing the intended curriculum and nurturing learning experiences of the learners. Content in transformative curriculum understanding was built upon the sub-theme of construction of a replaced and enriched understanding of content that provided, in a sense, the background of the representation of “how” the content was transformed at school level enriching the intended curriculum, and the category of “reconstruction of the content.”

**Reconstruction of the Content:** Initially it must be underlined that the reconstruction of the content was based on a critical overview of teachers regarding the features of content, content design processes, and content organization dimensions.

As a matter of content features, the content of the textbook as a material was found obsolete, not appealing to the interests of the learners, non-authentic, and had an unelaborate design of tasks. It must also be underlined that regarding what was defined as obsolete, attention was drawn to universality instead of popularity, as can be understood from the quote: “It is very important what we take as up to date. ...are these really universally accepted figures or events being taken here, or are they more let us say ‘popular’? I think this should be looked into” (AHS T1).

Also, there emerged a critical reference to the content design processes. In this regard, two main critical points were emphasized. The first was about the textbook evaluation reports, and the second was referring to the identification of the scope of the content. It was understood that teachers thought the textbook evaluation reports were prepared by MoNE for the sake of appearance as nothing was changed, and every year the same books were distributed without any updates. Therefore, disbelief in sincerity predominated in teacher statements: “Of course, there is also despair: Is it taken into account or not? You know, I remember in the past years, reports were written, teachers were asked. Yet nothing has changed” (AHS T2). Regarding the latter issue, it was revealed that the scope of the content was found biased. According to the analysis, the nonscientific approach in deciding the scope created a cacophony between universal values and popular culture, as was referred to in the quote:

For example, there is Naim Süleymanoğlu. ...Likewise, a person who had an impact on changing history, so instead, he could have been selected or other examples could have been selected. So, I think that doing something in this way

is related to the bias of those who decide on the content. I think it should not be like this. (AHS T1)

That is, the scope was to be decided meticulously, particularly in terms of “what to teach.” On the other hand, the sequence of the themes in the textbook basically was found satisfactory to some extent, as was stated: “Generally to say it is good, there is not a problem in the sequence of the themes. For example, it starts with daily routines and ends with festivals/holidays. That is good I think” (AHS T2). What was considered as a constraint was about the lack of integration of the content from content organization dimensions. Signified in the quote, the need and significance of a balanced, enriched, objective, and multi-cultural content far from ideologies as content was emphasized: “I would definitely expect interdisciplinary connections in the content. ... I would like to add some cultural elements. It can be language, history or literature” (AHS T1).

In sum, based on the findings as a result of the data analysis it could be claimed that teachers’ reflection upon the features of the content, content design processes, and content organization dimensions although to some extent, referred to a conscious awareness about the content of the materials used to deliver the curriculum.

Having reached a critical outlook towards the content of the curriculum, when asked questions to reveal their understandings, teachers were seen to move on to a reconstruction of content mainly on the critical aspects they presented beforehand. Now and then, during the interviews, there were also moments when teachers consulted to their positive background experiences as language students to shape their reconstruction.

Initially to mention, unity among the themes and inclusion of authentic variety into the content were put central and prioritized in the ideal curriculum content defined. In this respect, the emphasis was put on the significance of including target culture elements in the curriculum delivery materials. In other words, as in the quote, too much emphasis of the local cultural elements was approached as a matter of criticism in the intended curriculum delivery materials:

The speakers in the listening tracks should be more authentic: At least, we should teach something about that culture in that content. ...of course we must explain our values but after all, you are learning a language, you also need to

have an idea of its culture. (AHS T2)

In the following, the significance of a balanced vertical organization in content was notified as it was vital to respond to level differences among students in different settings. In this respect, the need for elaborately leveled textbooks was uttered. More importantly, in this regard, the analysis revealed a call for teacher empowerment in material selection, as was quoted:

Generally okay, but maybe there is a problem with leveling. Even within the same school at this level, there are huge differences. Maybe the books can be leveled as A 1.1, A 1.2 or B 1.1. ...the teachers can be given the chance to select the suitable leveled material for her/his learners and teach the lessons accordingly. (AHS T2)

Besides, there was an emphasis on horizontal organization dimension. This dimension was particularly put forward by teachers as it was thought to create paths to variety and activities foundational for interdisciplinary relevance; promote general cultural knowledge, critical thinking, research skills, and knowledge literacy in learners.

Jane Austen, for example, information can be given about her feminist perspective, the position of the women in the society at that time... you know, seeing such things adds a lot to the child. On such a thing, let us watch *Pride and Prejudiced* [a film translated from Jane Austen's novel *Pride and Prejudiced*] together and make a short quiz, a discussion about it, you can create a wonderful rich content. (AHS T1)

Additionally, in this reconstruction, there emerged a reference to participatory decision- making in content design processes: "...so ignoring something is not the solution! I mean, the more you include them [students], the easier we can make them internalize learning. So at least, we will have done both education and teaching that way" (AHS T2). Accordingly, learners also could be included as part of the decision-making processes regarding the scope of the content.

Briefly to say, the findings yielded that teachers' reconstruction was based mostly on the points they posed a critical view, and yet went forward to add fundamental enrichments to their content notions particularly through reflections upon the integration, authenticity of the content, and the decision-making processes. In sum, it can be concluded that in transformative curriculum content, the criticized areas in teachers' minds also had substituting resolutions and notions which concentrated the

construction of a replaced and enriched understanding of content.

#### **4.1.7. Curriculum in Transition Understanding of Content**

As a component of curriculum in transition conceptualization, the content understanding was revealed to be a “yet to be completed” mindset about “what to teach.” It rose upon the sub-theme of onset construction of the concept of content representing teacher acts of search toward “how” to approximate the content of the curriculum and the category of “content conceptualized as official vs selected textbooks-materials.”

**Content conceptualized as official vs selected textbooks-materials:** The analysis indicated that the content understanding of the teachers was based on a comparison between the official and the selected textbooks. Regarding the features of the content, it was found out that the content of the official textbook was unappealing to the learners’ interests, included obsolete content, and was below learner proficiency, as was supported by the quote:

High school learners’ tastes are apparent. In other words, if necessary, you can put a blogger there, a YouTuber. ...but I think, Canan Dağdeviren [a well-known, successful Turkish academic and physicist at the Massachusetts Institute of Technology who was thought to be a good female role model] would suit that part better. (AHS T3)

On the other hand, the analysis indicated that the listening content in the selected textbook was found more feasible and useful. Also, the distribution of the target and local cultural elements and representation of a wider variety of multicultural content in the selected textbook were found more balanced, as was referred to in the quote: “For example, that piece I saw today, I really liked it in the book More & More [selected textbook]. Hacivat and Karagöz was followed by the story of Kobe Bryant. I really liked that combination” (AHS T3).

Also, in approximation to the content of the intended curriculum and to create a conceptualization, the teachers were found to rely on their past experiences. For instance, the problem about the sequence of content was interpreted through teachers’ previous school context curriculum content experiences such as:

Once for the 5<sup>th</sup> grade textbook we sent a complaint to MoNE as the textbook

was starting right away with ‘daily routines.’ As a topic, it was very difficult for those learners to grasp at that age. ... As a result of our efforts, then they placed it as the fourth unit the next term.” (AHS T4)

In other words, as the content was newly discovered and teachers were still growing familiarity with the new content in this context, when there emerged gaps in the descriptions those gaps seemed to be filled by resorting back to their previously shaped content conceptualization schemas.

As a result, in the sub-theme of onset construction of the concept of content, through the category of “content conceptualized as official vs selected textbooks-materials” it can be concluded that the content understanding was narrow and superficial yielding few concrete evidences to be reflected upon.

#### **4.1.8. Content in Disconnected Curriculum Understanding**

Content in disconnected curriculum understanding was comprised of the sub-theme of detached understanding of curriculum content represented by an emphasis on the structure of the language, and the category of “shift of the concept of curriculum content” which described “how” the content of the curriculum stood isolated from the content in the intended curriculum and the general understanding persistent among other curriculum understandings in Case Resonance.

**Shift of the Concept of Curriculum Content:** Based on the analysis it was understood that the purpose of the curriculum and the content of the official textbook were found inconsistent, as was stated: “Once to say, the textbooks sent are not suitable to that purpose of enjoyable learning” (AHS T5). That is, the content was found dull and boring; not appropriate to support an enjoyable learning environment, and therefore was a base to shift the curriculum content toward the teacher’s own personal view of “what to teach” putting the content at a detached position isolated from the intended curriculum, as was supported by the quote:

It got simpler and simpler. ... Still, when did these children first learn present perfect tense: at 8<sup>th</sup> grade. They saw it again in 9<sup>th</sup> grade. Then, it appears again in the first semester of 10<sup>th</sup> grade. And every year starts with simple present, present continuous, simple past, past continuous, present perfect. Finished! ...There are 14 tenses in English but what are in the book are those I said. Enough is enough I want to teach the more difficult topics. (AHS T5)

Based on the quote as could be drawn, the content understanding is textbook-based and fully dominated by grammar. The statement also referred to the fact that the language used to describe content manifested the conceptualization of content on a structure-based understanding. Apparently, although originally the content of the textbook and materials was based on language functions and skills, the language used in this understanding to describe the content was delivered through grammar topics. The structure (grammar) which is a language competence yet not a skill was found to be aggrandized over other entities of the language which shifted the concept of curriculum content toward a “structure only concept of content” leaving it as a detached notion disconnected from the intended curriculum and the other content understandings in this context.

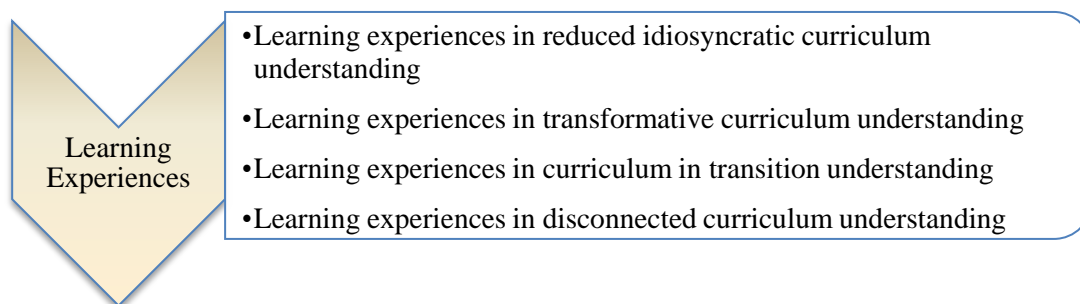
Another inconsistency was found to be hidden in this teacher’s own remarks. The low proficiency of the learners mentioned in the philosophy and purpose of the curriculum and the oversimplified content compared to students’ proficiency levels mentioned in the quote form an inconsistency which could be taken as a fact that the concepts and notions in this understanding were shifting according to the self-interest of the teacher. Against the previously defined low proficient students, the claim of an oversimplified content repeating itself in the curriculum delivery materials in the following grades, therefore sets an example of how the concept of curriculum shifted: because the teacher liked grammar, teaching the same topics was boring and this was to be rationalized, which indicates a disconnection even within concepts and notions in this understanding. Similarly, the content was defined in a detached and isolated manner in the hypothetical curriculum proposal of the teacher, as can be understood from the quote: “I would divide the lessons into grammar lessons, reading lessons, a separate lesson for writing, a separate lesson for listening and speaking” (AHS T5). That is, the content understanding here, shifting from the intended curriculum’s holistic approach, treated content as detached pieces of listening, reading, writing and speaking skills with an overall emphasis of grammar.

As a result, the data analysis revealed a shifted, structure and textbook-based conceptualization of content which resulted in a detached understanding of curriculum content isolated from the intended curriculum and the other understandings in Case Resonance.



Following the content, the search for answers regarding the first research question proceeded with the teachers' learning experiences understandings.

Teachers' conceptualizations of learning experiences were presented in the flow as was illustrated in Figure 4.3.



**Figure 4.3** *Teachers' Conceptualizations of Learning Experiences*

In this respect Table 4.3 aimed to give the summary of the findings by shedding light on the themes, sub-themes, and categories regarding learning experiences in a detailed manner as were revealed in both research settings.

**Table 4.3**

*Teachers' Conceptualizations of Learning Experiences*

Case Dissonance (VTAHS)		Case Resonance (AHS)	
<b>Theme 9</b> Learning experiences in reduced idiosyncratic curriculum understanding	<b>Categories</b>	<b>Theme 10</b> Learning experiences in transformative curriculum understanding	<b>Categories</b>
<b>Sub-theme</b> Construction of a reduced understanding of learning experiences	The aloof /fragmented learning experiences	<b>Sub-theme</b> Transformative learning experiences	Reconstruction of the learning experiences
		<b>Theme 11</b> Learning experiences in curriculum in transition understanding	
		<b>Sub-theme</b> Transitioning learning experiences	Dichotomy between inactive and active learning experiences
		<b>Theme 12</b> Learning experiences in disconnected curriculum understanding	
		<b>Sub-theme</b> Deliberately deviated learning experiences	Consciously isolated elements in learning experiences

In the light of Table 4.3, the findings belonging to Case Dissonance and Case Resonance were presented respectively.

#### **4.1.9. Learning Experiences in Reduced Idiosyncratic Curriculum**

##### **Understanding**

Learning experiences as a component of reduced idiosyncratic curriculum was revealed to be reduced and idiosyncratic compared to the intended curriculum and among participants at school level, such was described in the philosophy and purpose, and content of the curriculum. Learning experiences in reduced idiosyncratic curriculum understanding rose upon the sub-theme of construction of a reduced understanding of learning experiences. As a representation of “why” the implementation was reduced to an idiosyncratic level different from the intended curriculum it constituted from “the aloof /fragmented failing learning experiences” as a category.

**The Aloof /Fragmented Failing Learning Experiences:** The analysis revealed that subject-centered instructional practices dominated the processes in learning experiences. In this respect, the “teacher” was understood to be the authority figure, adhere to the textbook, and insist on students’ taking notes during instruction, as can to some extent be derived from the statement: “Otherwise, if I let it [the lesson] flow normally, that is, it does not progress. I must intervene in it necessarily, or I think so... As if I could not go otherwise” (VTAHS T1). More importantly, the adoption of monologue teaching as an instructional method together with traditional language teaching methods such as direct instruction (DI) and grammar translation method (GTM) were identified to have predominated teachers’ instruction, as was expressed in the quote: “You know, I am asking myself, it is like I am answering [laughing] myself. But, if I wait too long, it will not move forward because they [students] just watch like that [sitting still] and do nothing” (VTAHS T2). That is, the analysis put that there was a one-way oral exposition on learners positioning the learners and the teacher as aloof actors in the classroom.

Different from the traditional teaching methods adopted by the teachers, one of the teachers reported the utility of an eclectic approach in terms of the teaching methods. In this respect, though traditional language teaching methods such as GTM and DI

were utilized, the use of audio-lingual method and total physical response (TPR) were among the methods mentioned, as was stated in the quote: "...I use TPR...There are times when I even take a good look at GTM, it is actually the one I dislike the most. ...but sometimes I even refer to it" (VTAHS T4). It was also indicated that CLT method was tried to be utilized and indeed was taken as the ideal by the teacher. However, the teacher had doubts about using it efficiently in practice.

The analysis, also put that as the students' proficiency level was gradually deteriorating and their attention was easily distracted, there emerged a fading persistence in using the target language within time -none at all currently- which was another emerging aloof position compared to the intended curriculum. The teachers were reducing the proficiency to the lowest level and even were trying to complete native language and expression deficits first. According to them, the lower the proficiency level was held, the better for the students, as was expressed: "I would say 'reduce the level as much as you can my friend! You have to reduce it,' besides it is very difficult to reduce in your first years here. It does not happen at once" (VTAHS T1). Worth to mention, the reduction of the proficiency was understood as a process to evolve, not as a decision to be practiced at once.

Besides, the patterns revealed "skills as sinkholes" in processes of learning experiences. The analysis referred to the fact that listening skills were skipped for a long time (almost a month) due to technical reasons such as lack of digital software in the smart boards, internet cuts, and inaccessibility of the interactive books. Also, the analysis supported that while the teachers were skipping or trimming the content or objectives, they took the structure of the language as central, not skills or functions which drew an aloof and fragmented approach in learning experiences. In other words, the skills-based practices seemed to have failed as part of those skills were either covered partially, mostly due to assessment concerns or simply skipped. The selection of those parts generally was identified as the preparation for the lesson. The defined preparation, however sometimes with colleagues, mostly emerged as an individual activity of teachers in the patterns remaining aloof to the practices of other teachers. That was another point revealing idiosyncrasies in processes that created distinct focuses of teachers in teaching practices, as the quote clued:

I focus on "which part of the book is really important for us?" and "how I can

cover faster?” In fact, this is how our preparation is done. ...Selection from the material takes place in sort of trimming and excluding things. Sometimes, we do it with colleagues, but when I look at what I do individually while preparing, I determine the main sections [teaching comparatives] that I need to teach considering the time and the students’ readiness. (VTAHS T4)

Of course, it also happens due to constraints of the technical resources [glitches]. For example, I could not cover the listening tasks at all at the beginning of the semester. Later, I covered one or two of the listening tasks in the first unit. (VTAHS T3)

The case of the skills as sinkholes and the reduced planning/use of textbooks, as a result, were seen to result in an eliminated, minimalist/pruned approach to language teaching which existed in an endless vicious circle through unresolved issues. That is, the planning was done around “how to cover the grammar topic faster,” the skills were “invisible” as most of the time speaking-tasks were found so abstract, and listening tasks were not compliant with student proficiency or due to technical reasons. As the students had a low proficiency and lack of orientation, the instruction moved in a back-and-forth fashion of teaching which depicted a constant vicious circle of teaching and re-teaching. Implying sort of a learnt helplessness of the unlearnt referring to a mindset that has lost faith in the possibility of students’ learning something in this context, teaching was defined as “difficult,” “almost impossible,” or “an enigma” in this context. Therefore, also there was to be a slow-paced implementation in this context considering the student learning paces, as is exemplified in the quote:

I teach everything at 9<sup>th</sup> grade, giving information about oneself, giving address, jobs etc. At 11<sup>th</sup> grade, s/he still cannot answer the questions “How old are you?” and “How are you?” [S/he chuckles, we both laugh]. Still “What is your name?”, “What is your job?” and “What do you do?” on the board a hundred thousand times I write! What is your occupation, what is your profession? These four questions are answered as “I am a student.” And I still have to! I do not understand why? (VTAHS T1)

Based on the descriptions of teachers, it was understood that the skills-based processes were reduced to a grammar-vocabulary based level which was idiosyncratic among teachers, depicting an aloof and fragmented position in learning experiences.

According to the analysis, obviously, the instructional practices were constantly interrupted due to classroom management problems in Case Dissonance. The most

frequent problems experienced were about student conduct problems. In this regard there emerged emphasis on the significance of setting a good rapport with learners in order to facilitate teaching, as was stated: “The most challenging thing would be about classroom management! If you handle it, you can deal with the rest of the processes more easily. The important thing here is to set a healthy disciplined relationship” (VTAHS T1). Even, the analysis uncovered that some certain methods and techniques such as Cooperative Learning (CL) and pair-group work techniques which were emphasized in the intended curriculum were lost in this context, as were found risky due to classroom management problems and time-consuming. In other words, individual work was preferred as it was found more eligible, which positioned learners aloof to each other:

In crowded classrooms those noises, pair work, oh no way! They make me tired. It takes a lot of time and the things that come out [the outcome] do not satisfy me at all. I mean, it makes me feel like I am wasting my time. (VTAHS T2)

Also relevant with classroom management problems, there emerged inhibitive learner characteristics which were thought to hinder instruction. Lack of student effort, motivation, readiness; easily distracted attention, high peer pressure and low academic orientation were the most emphasized problems, as was referred to “They are not even aware of what it means to study at a tourism high school. If they were, they would put effort in learning English” (VTAHS T2). It was understood that, most of the instruction time was spared to deal with those problems.

The analysis also revealed an aloof position of the role of technology in the learning experiences of the curriculum. As was expressed, instead of fostering learning through the use of technology, the technological equipment and software materials were handled as means to deal with classroom management problems: “They are relieved when they have their phones at their hands! I call mobile phones as adolescents’ contemporary pacifiers” (VTAHS T4). Indeed teachers knew about web 2.0 tools, but those tools were not incorporated into learning processes meaningfully. The inadequate weekly hours and lack of equipment (e.g., mobile phones, tablets) were mentioned as factors influencing not using web 2.0 tools. Also, teachers’ taking part in e-Twinning projects was found to have credit on their technological pedagogical knowledge and empower their web 2.0 tool repertoire but still did not seem to influence the practices, as was stated: “But now that I take part in e-

Twinning, I think I can arrange a lot of things. For example, I found an application called Word Wall. I did not use it but I know it” (VTAHS T1).

One of the teachers referred to the learning experiences as the most negatively influenced element of the curriculum. The analysis revealed that teachers were resentful about the ignorance of the implemented curriculum in the field by the people in charge. Lack of initiatives for standardization of the implemented curriculum was understood, in a sense, as too much freedom:

...in practice, it [the curriculum] actually gives the teacher a great deal of freedom. I complain a little about this! Well, let me tell you, there is nothing in terms of inspection or evaluation. Nothing is forcing me. For example, I can trim that book out, crop it up and teach! Indeed I, as a teacher must be guided. There must be some restrictions. (VTAHS T4)

In this respect, it was indicated that lack of orientation for the processes of learning experiences particularly for practitioners who work in different types of schools was making the problems even more difficult to deal with, as was stated:

Maybe I am doing something wrong! I do not know! That is why the curriculum needs to draw a framework according to the types of schools. ... There should be something that is a little more restrictive and guiding for us compared to our school types. (VTAHS T4)

As a result, the subject-centered instructional practices, use of native language as the medium of instruction, idiosyncrasies in trimming the skills leading to grammar and vocabulary oriented practices, the limited interaction types and use of teaching methods and techniques, lost CL methods, and the aloof position of the role of technology all together depicted aloof/ fragmented failing learning experiences. Alongside, the classroom management problems, inhibitive learner characteristics, and lack of orientation in learning experiences for teachers working in different schools emerged as factors establishing the aloof/fragmented practices that seemed ultimately reaching reduced idiosyncratic curriculum implementation practices.

#### **4.1.10. Learning Experiences in Transformative Curriculum Understanding**

As there emerged three different conceptualizations in Case Resonance, the component of learning experiences of the curriculum in this context were presented in the scope of the transformative curriculum, curriculum in transition, and

disconnected curriculum respectively.

As a component of transformative curriculum, learning experiences also were found to be transformed and shaped nurturing learning experiences such was the case in the philosophy and purpose and content of the curriculum. Learning experiences in transformative curriculum understanding was comprised of transformative learning experiences as a sub-theme. Transformative learning experiences, relatively more transparent than the other components, can be told to be directly a representation of “how” the processes were transformed at school level enriching the intended curriculum. As a sub-theme it was based on the category of “reconstruction of the learning experiences.”

**Reconstruction of the Learning Experiences:** Reconstruction of learning experiences is referring to the search, thoughts, and reflections of teachers to improve learning experiences based on the actual implementation acts which were navigated by the intended curriculum. Firstly, it was indicated that the planning of the lessons was done by merging the intended curriculum with extra and varied resources, as was expressed:

First, I take a look at the unit. “What is the unit about, what kind of activities did they give in the book, what can I add to these activities from the outside, how can we enrich the unit?” I, first look at it and plan the unit first. For instance, I found a listening task or here is my word list about this unit on the Quizlet [a web 2.0 tool]. (AHS T1)

In other words, teachers’ planning revolved around the intended curriculum and further was enriched with additional innovative tools and resources as such web 2.0 tools which sets the baseline of reconstructed learning experiences resulting in transformative teaching practices.

Secondly, it was unearthed that there was an enhanced flow of lesson procedures. More specific to explain, it was understood that learners’ needs were prioritized. That is, the warm-up or the development of the lesson sometimes was shaped according to learners’ needs spontaneously, yet still the processes were completed which clues a reconstruction at the time of teaching, yet on the base of the intended curriculum. During the lesson, it was indicated that initially the learners were exposed to the target language to stimulate curiosity; provided guidance to learn

(semantic encoding) when they needed; and finally performance was elicited. Also, during all those processes, it was understood that core skills accentuated in the intended curriculum (speaking and listening) were taken central in instruction, speaking was the most common act of the learners, and the medium of instruction was the target language. The descriptions depicted the adoption of learner-centered instruction and inductive language teaching, as can be drawn from the expression:

I am trying to focus on speaking and listening as much as possible by raising awareness of “there are structures like this, look at these structures” superficially without drowning the students in the details, I try to go more on speaking and listening. If they are expressing themselves that is what I am after. (AHS T1)

On the other hand, the analysis of the data indicated the utility of a variety teaching methods and techniques indicating the use of varied interaction types. It was also revealed how they conceptualized those methods. From their perspective Flipped Classroom (FC) and instruction based on Peer Learning (PL) were the “time gainer,” CL was the “teaching friendly,” and instruction based on Discussion “the magnificent,” as could be retrieved from the statement:

But we were really making such excellent debates. ...there I say, “Students should wear a uniform,” or I say “Mobile phone use should not be allowed at school.” In order to defend her/his idea, s/he does not think about what or how s/he says. This is a great teaching [method] for example. (AHS T2)

Alongside giving examples, Project-Based Learning (PjBL) and Case-Based Learning (CBL) were also among the emerging teaching methods utilized. While the aforementioned teaching methods were found significant for initiating efficient teaching practices, there were also language teaching methods that were mostly mentioned to be avoided such as GTM, DM, and lecturing. In explaining thoughts about the inefficiency of the avoided teaching methods, it was seen that there were flashbacks of teachers’ experiences as a student in the past:

I guess the most difficult thing is to explain basic grammar things. Writing things: positive-negative forms. I remember we were writing pages and pages [as a student]. ... Focusing students on “am/is/are” is drowning student in details. Then they are making a list and trying to learn English from the list and after the exam everything is over. (AHS T2)

Upon being asked for recommendations to a newcomer teacher, the explanations provided, in a sense, presented the actual summary to reveal what was important



pinpointing their transformative conceptualization of the curriculum. The first emphasis emerged on setting a good rapport with the learners and getting to know them well. According to them, English as a course was based on communication, and in communication, the basic motive was defined as to “connect.” Therefore, the initial step to be taken, as was defined was to connect with students:

Well, sometimes, some teachers do not learn names at all. I mean, you spend hours with those students a week, you may not learn but you have to make an effort because our lesson is “communication,” after all. You teach that student “What is your name?” but you do not know his/her name, you do not learn it... (AHS T2)

According to the teachers, students in this context were open to learning, and someone interested in carrying out projects or activities could easily canalize the learners. As was stated, there was a potential in the students that can take the learning experiences onto a transformative level: “Oh, but [pausing], if you say ‘I can...do a project, or improve myself, or apply what I have learned, and put theory into practice,’ I think the student profile is quite appropriate for this. You do everything you can” (AHS T1). In other words, for reconstructed learning experiences leading to transformative practices, the characteristics of the learners and the quality relationship between the teacher and the learners were revealed to be determinant factors.

The second emphasis was on the examination of the curriculum and the curriculum delivery tools critically. Examining those documents were mentioned to be crucial to make informed decisions for well-tailored learning experiences and decide on the enhancement initiatives such as creating alternatives for content enhancement or task replacement as reconstructive acts resulting in transformative practices, as was referred to in the statement:

Examine the curriculum and the textbook! It is important. What can I use well in that book? Where can I complete this course by concentrating more? It means preparing accordingly. May be out of ten pages, you can choose one page and prepare speaking and writing activities on it [from outside or yourself]... (AHS T2)

In this respect, alongside the requirement of an in-service training and guidance, there was a broader emphasis on the significance of teacher professional development endeavors. In this understanding, a teacher was to be open to change

and learning as well as resilient and persistent in career goals.

Also, there emerged signals to potential colleague transformative support. As was stated by the teachers, they were humbly ready to provide aid in giving suggestions and sharing knowledge about webinars, project processes, and technological pedagogical knowledge which altogether, in a sense, was reflecting a transformative stance in transforming the processes: “From technology skills to internet security at school, from project making to the ways to improve yourself, if you are open, if you come to me with these questions, I would be pleased to help you.” (AHS T1)

Finally, the use of technologically enriched instructional materials and incorporation of technology-mediated learning were understood to be among the aspects of efficient teaching practices for reconstructing the learning experiences. Efficient use of the smart board, infusing student mobile phones into learning, and use of a variety of software materials were of significant value. One way to achieve this end was mentioned as the incorporation of web 2.0 tools for instructional purposes such as teaching vocabulary, having drills or doing revisions.

What was considered as an impediment against reconstructive learning experiences leading to transformative practices was understood to be related with the probable different teacher curriculum understandings and perceptions. Another reference was about the difficulty of transferring the theory of the curriculum into practice, as is referred to in the verbatim quote:

I can say the strongest part of the curriculum, indeed is the theory. The implementation part is the biggest problem. ...Do the teachers understand the same and transfer it to teaching the same way? I think not! We must think on that! A kind of standardization is needed there. (AHS T2)

As a result, in the span of planning the lesson, inductive teaching acts in the flow of the lesson which put learners at the center, utility of a variety of teaching methods and techniques, teachers' high awareness of the significance of teacher-student rapport, and the incorporation of technologically enriched instructional materials, all procedures refer to the reconstruction of implementation which pinpoints transformative practices. Also, it was understood that the potential of the learners, the professional development endeavor of the teacher and the willingness to incorporate technologically enriched instructional materials were referred as the key

for the reconstruction of the learning experiences.

#### **4.1.11. Learning Experiences in Curriculum in Transition Understanding**

Learning experiences in curriculum in transition understanding represented a growing mindset of teachers trying to approximate teaching practices towards the requirements of the intended curriculum, and the transformative curriculum understanding. It constituted from the sub-theme of transitioning learning experiences. Transitioning learning experiences might be referred as the representation of “how” to approximate the processes of the intended curriculum and the transformative curriculum. It was comprised of the category of “dichotomy between inactive and active learning experiences.”

While the term “inactive learning experiences” was used in the sense of thoughts, decisions or acts drifting apart from the intended curriculum and transformative curriculum, the term “active learning experiences” represented thoughts, decisions, and acts of teachers engaging into and constructing the implementation fitting into the intended curriculum.

**Dichotomy between Inactive and Active Learning Experiences:** Initially, lesson planning was found inescapable and mandatory in this understanding. Particularly, scrutinizing over adolescent learner needs was emphasized. The teacher was to get prepared in terms of student likes/dislikes, ways of learning, and needs. Compared to this awareness, the analysis of the data indicated to a content-based preparation for the instructional processes. That is, while getting prepared for the lesson, instead of functions/skills, content of the selected textbook was found to navigate the preparation processes:

I definitely [accentuated] prepare for the lesson. I take out the words and check meanings. I think of examples. As I said, when I saw the text, I immediately came up with the book ‘İçimdeki Müzik’ [the novel written by Sharon M. Draper: Out of My Mind] and current popular books. (AHS T4)

The analysis, also, included references to frequent use of the native language in the warm-up and while teaching activities despite the awareness of the significance in target language medium of instruction. For instance, it was understood that the native language meanings of vocabulary were provided to learners, and the act was

rationalized by giving Turkish meanings of the words to avoid any probable classroom management problems as well as managing curriculum coverage concerns, as can be drawn from the quote:

I have already given the words of the Dead Poets Society [the reading text in the official textbook], I do not know if what I do is correct, but I put it on the board because otherwise I cannot finish. Therefore, I also give the Turkish meanings. ...When s/he cannot understand, s/he asks people around which is trouble. (AHS T4)

Questioning the act of using native language meanings, the awareness growing regarding keeping professional subject-matter knowledge up to date and brush up before going into the classroom were revealed as approximation thoughts towards the active learning experiences. Accordingly, someone had to cover for the gaps in professional subject-matter knowledge up to date, to teach this demanding group of students in this context as was expressed: “Sometimes they ask me things I do not know or forgot....There are really good students among” (AHS T3). In this respect, particular references were revealed regarding mainly the atrophy in speaking skills and lack of vocabulary knowledge due to the previous context habits in teaching, as was indicated:

So in general, when I first enter the classroom, it is definitely not “good morning, open books and notebooks!” You know, “What did you do, did you do ... this and that?” warm-up. Actually, I always want to do it in English, but after all those years I think I lost my speaking skills, I need to practice a lot. Before here, I worked at a primary school and you cannot use English in instruction. Even the parents can come up with something like “The teacher only speaks English, why?” The students do not understand and ask constantly “What do you say, teacher?” Finally, you give up. (AHS T4)

Besides, although grammar was referred to as the dullest competence in in-class activities, it was understood that while teaching practices were navigated through a dichotomy between subject-centered and learner-centered; deductive teaching and inductive teaching practices. That is, although there were clues leading to an emphasis on the written output of the language structures leading to samples of deductive teaching and subject-centered instruction, the mindset of teachers also reflected descriptions demonstrating inductive teaching practices valuing discovery learning that focuses on the learner, as was supported:

For instance, I wrote many sentences on the board about past continuous and

past simple. Then by attracting their attention to certain parts, I left the rest to them, only helped them to understand and realize the two combinations [when/while] and make sentences. (AHS T4)

Also, there emerged calibration efforts to the teaching methods suggested in the intended curriculum. There emerged traces and tendencies indicating the use of contemporary and traditional teaching methods both. Yet, with respect to teaching grammar and vocabulary, there emerged a call for orientation and guidance on how to teach, as was stated:

...There also should be a guide book about how to teach grammar. The conventional Subject + Verb + Object [teaching grammar by formulas] must be over. ... I think teachers should be trained about how to teach grammar. Maybe I am not doing it right as well. (AHS T4)

As was admitted, teachers still carried concerns about teaching methods due to their previous experiences in primary and middle school and parent pressure for high academic achievement in the high stake exams:

I come from a context of test-based [LGS] origin [previous context]. ...In other words, both the principal and the parents were looking at the result, not the process and how you teach. The bottom line for them was how many questions the students answer correctly. ...Yet now I feel much adapted and better. (AHS T3)

After all, it was understood that teachers carried doubts about their practices, questioned themselves, now and then, and sometimes were moving their teaching practices towards to more contemporary methods, as was supported by the statement: “Kids really enjoy listening – it was not like that before. For example, we did an acting out about an interview in the textbook [selected]. The students wore masks, the other was the reporter. They had a lot of fun” (AHS T4). In sum, there emerged a back and forth situation in the use of the traditional and contemporary teaching methods with a growing conscious on how to improve particularly the problematic areas the teachers felt they were having difficulty, which revealed approximation to active implementation.

Regarding the use of materials, the hard materials were mainly the official textbook, the selected textbooks and print worksheets. Also, it was revealed that the use of software materials was limited to the interactive forms of the textbooks and ready-made worksheets while the use of technological equipment was limited to the smart

board and student mobile phones. In this respect, although there was approximation to the expectations of the intended curriculum and practices of transformative curriculum conceptualization, one of the teachers reported reluctance in using technology during instruction due to admitted low technological competences. Still, as was expressed, the prospective technology-based teaching practices of other colleagues were understood to be closely followed and observed:

We did not grow up with technology. Maybe we cannot keep up with these students in the current age ... let me put it that way. In many of my classes, the smart board, yes, I use it! But other than that, I know that there are many technology tools. Z teacher uses them a lot. S/he is very active! I mean, I could not get into that thing [that mindset] yet. (AHS T3)

In short, it was revealed that the teachers were aware and were getting familiar with the technological tools that could be incorporated into the lesson by observing colleague acts in the context, yet lacked the orientation to make use of it confidently.

In conclusion, accounting for the growing awareness and consciousness in planning for the lesson, using target language as medium of instruction, the duality of the mode of instruction including subject-centered and learner centered instruction, the transitive use of contemporary and traditional teaching methods underlined the dichotomies experienced.

The dichotomies aforementioned together with the recognition of the professional needs to be developed including the improvement of speaking skills and technological pedagogical knowledge were interpreted to be a reflection of the transitive practices experienced between inactive and active implementation which ultimately led to a transitioning learning experiences.

#### **4.1.12. Learning Experiences in Disconnected Curriculum Understanding**

Learning experiences in disconnected curriculum understanding emerged as isolated bits of elements having lost touch with the intended curriculum, practices of other colleagues and within and among the entities it was comprised of. That is, the students, the teacher, the methods employed, the role of technology in instruction emerged as isolated and isolating entities in the classroom, detached from each other.

Learning experiences in disconnected curriculum understanding rose upon the sub-

theme of construction of deliberately deviated learning experiences that described the isolated outlook of learning experiences and the reasons as were revealed and rose upon “consciously isolated elements in learning experiences” as a category.

**Consciously Isolated Elements in Learning Experiences:** The analysis depicted isolated elements in learning experiences which were described to be that way based on the teacher’s self-interest indicating a conscious deliberate deviation. In this respect, the isolated elements as they emerged in the analysis were reported.

The analysis put that the learning experiences were entirely described through subject-centered practices. Accordingly, the emphasis was put on grammar. The skills were relegated to teaching structure, as was quoted: “I teach the structure, I do not want to deal with skills or whatsoever, I do the activities but that is all. Grammar is what I like to teach” (AHS T5). It was indicated that Socratic Inquiry (SI) was favored as a teaching method. As for language teaching methods, direct instruction, GTM were reported to be in effect mostly. Contemporary methods were excluded based on the self-interest of the teacher, as can be retrieved from the quote:

Well, I always teach through GTM, which is very old-classical, actually. I do not do anything extra, role-play or anything. But what I like the most is making students find a rule by giving the tips: For example, if clauses, type 1, type 2, type 3, here is mixed. Yet, there is a trick in that mixed type. “Look, it actually started with type 2, started with type 3, ended with type 2, why did it happen like this?”... (AHS T5)

To be more specific, there emerged an apathetic approach to CLT methods. The contemporary methods were found time-consuming and inefficient in instruction. It was also understood that as the students were expected to memorize things, role-play as a technique was misunderstood and learners’ mistakes were not tolerated by the teacher. CLT-based activities were reported to have been skipped. That is, the methods selected for teaching were positioning the learners to work individually instead of in collaboration or cooperatively. The emphasis on the self-interest and personal conscious preference of those teaching methods position learners as isolated individuals. Opposed to the intended curriculum, this conscious preference represents an explicit indicator of consciously isolated elements in the processes. As was expressed:

I am very angry with this role-play thing, I get very angry. A lot of mistakes are

done, listen to them, answer them, correct them, after that, they cannot do it anyway...! You know ... they do not memorize the role play anyway, read it from the paper in front of me, it becomes annoying. It bores me. I do not use any of those methods at all. (AHS T5)

Alongside the confession of personal preference and the self-interest of not implementing a skills-based curriculum, the skills-based approach for the learning experiences was thought to be infeasible. The exploitation of the highlighted skills (speaking and listening) in the curriculum was reported to be impossible in the four weekly hours allocated for English courses. The inability to sink to the level of lower proficiency grade levels and lack of job satisfaction in teaching lower proficiency students were referred to as the other reasons related to the acts in processes, as was directly confessed:

If I attend the language class for even 10 hours in a row, I do not get tired! I enjoy it, but it is not the same thing in other classes. I cannot sink to their proficiency. I do not want to sink, either! (AHS T5)

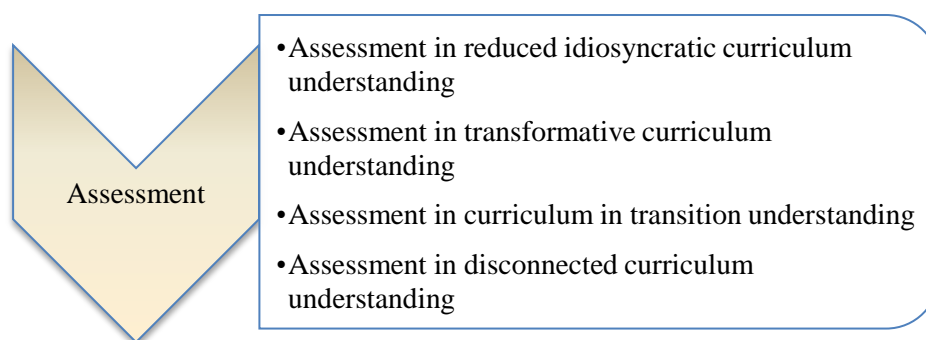
Besides, role of the technology in instruction was found to be limited to the use of smart boards as the only equipment; and interactive textbooks accessed from websites. In other words, the smart board was treated merely as a means to access the content, as was quoted: “Sometimes. I use the smart board just to show the interactive book” (AHS T5). As a result, the picture that emerged reflected the student and the teachers as isolated actors of the learning experiences. The methods preferred were understood to be based on individual learning rather than cooperative or collaborative. In this respect, students, as well, were indicated to be disconnected from each other. Besides, the teaching practices were revealed to be based on the structure of the language. That is, the skills were seen to be dissected, isolated, and relegated to teaching grammar. Also, technology use was not merged, yet it was treated only as a means to convey what was considered as content.

In sum, the learning experiences in disconnected curriculum understanding were found to be disconnected from the intended curriculum and among the elements of instruction at the classroom level. Overall, the learning experiences as one of the manifestations of curriculum implementation practices of teachers in this understanding were unearthed to be carried out in a deliberately deviated manner by consciously isolating the elements in learning experiences.



The pursuit of answers for the first research question was ended, finally, by shedding light on the conceptualizations of teachers' regarding the assessment procedures as were revealed in both research settings.

The findings of assessment as a component of curriculum were presented in the flow as was illustrated in Figure 4.4.



**Figure 4.4** *Teachers' Conceptualizations of Assessment*

In Table 4.4 it was aimed to provide the summary of findings in the component of assessment as were revealed in the teachers' curriculum conceptualizations.

**Table 4.4**

*Teachers' Conceptualizations of Assessment*

Case Dissonance (VTAHS)		Case Resonance (AHS)	
<b>Theme 13</b> Assessment in reduced idiosyncratic curriculum understanding	<b>Categories</b>	<b>Theme 14</b> Assessment in transformative curriculum understanding	<b>Categories</b>
<b>Sub-theme</b> Illusion of assessment	Illusion of assessment practices	<b>Sub-theme</b> Construction of an enriched understanding of assessment	Reconstruction of assessment
		<b>Theme 15</b> Assessment in curriculum in transition understanding	
		<b>Sub-theme</b> Calibrating assessment procedures	In tune conceptualization of assessment practices
		<b>Theme 16</b> Assessment in disconnected curriculum understanding	
		<b>Sub-theme</b> Deviated attitude in assessment	Deliberately deviated assessment procedures

Based on Table 4.4, the findings belonging to Case Dissonance and Case Resonance were presented respectively highlighting the patterns of the teachers' curriculum conceptualizations in assessment including themes, sub-themes, and categories.

#### **4.1.13. Assessment in Reduced Idiosyncratic Curriculum Understanding**

According to the analysis, assessment as a component of reduced idiosyncratic curriculum in Case Dissonance emerged to be reduced idiosyncratic compared to the intended curriculum and at school level, and was built upon the sub-theme of illusion of assessment. Illusion of Assessment as a sub-theme emerged to be the representation of “why” assessment was reduced to and idiosyncratic school level different from the intended curriculum and was found to be built on the category of “illusion of assessment practices.”

**Illusion of Assessment Practices:** The analysis of the interviews revealed that the written exam was expected to be in the form of joint skills-based examinations including written exams for reading, writing, and listening; and a practice exam for assessing speaking skills according to the new regulation released during the pandemic (MoNE Secondary Education Institutions Regulation, RG-2/9/2020-31232). As emerged in the analysis, it was understood that the joint examination procedures in this context were not “joint” indeed. The highlighted skills (speaking and listening) in the curriculum were assessed individually by the teachers.

Moreover, there emerged contradictory assessment practices among teachers leading to illusion of assessment practices and reduced idiosyncratic understanding of assessment. While one of the teachers reported to apply the speaking exam, another reported that due to the pandemic, as a teachers' committee decision, it was decided to assign a speaking grade based on anecdotes about students or their participation throughout the semester, as was expressed:

We took a decision with colleagues this year. We distributed assessing speaking skills to a semester in class, just because there is a pandemic! We thought we can take notes about students' answering the questions in a lesson or throughout the semester. For example, I used a lesson or two and gave two speaking grades in the 12<sup>th</sup> grade. But 9<sup>th</sup> grades are shy! Therefore, I took notes according to their in-class participation... (VTAHS T3)

Furthermore, there emerged an increased predictability in assessing speaking skills as the teachers were using the same questions either from the textbook or providing the questions to students and select random questions among those given before, which signifies a pseudo-assessment of speaking skills and an illusion of assessment practices, as it was indicated in the quote:

Well, we will give the speaking questions to students, they will study. I will call them according to their class number and ask “What did you prepare for me as speaking? Then I will assign a score accordingly and move on. (VTAHS T2)

Time-constraint for assessing speaking skills of the learners was a matter of consensus. It was understood that while before the pandemic, one-two hours were allocated for assessing speaking and listening skills by the ministry, after the pandemic, the assessment was confined to the in-class assessment practiced individually by the teachers sparing the time of their lessons. In this respect, the shortcomings of the context such as the shorter academic calendar and intensive curriculum implementation plus the time spared to assess speaking skills seemed to have overwhelmed teachers, as was also indicated in the verbatim quote:

...I cannot complete the curriculum in five hours [9<sup>th</sup> grades] anyway! In the meantime, there are holidays, there are other exams and times when it fails or we have to make up for the time loss. Ultimately, we break away from the lessons. (VTAHS T2)

Similarly to the case of pseudo-assessment of speaking skills, the analysis indicated to a pseudo-performance and project assessment. As was expressed by the teachers, project and performance assessment has turned into an assessment to support and function in favor of the student benefit. In other words, project and performance assessment seemed to have lost their purpose and might have been polluted by subjective judgment. Although project and performance assessment rationale entirely is based on monitoring the process, what emerged in the analysis was that it was reduced idiosyncratically on an end product that was just submitted, creating an illusion of assessment practices as can be drawn from the quote:

Well, we give a grade even just for the fact that they “submit” [emphasizing tone] the projects. We try to grade for the benefit of that student. It is actually not a very high quality job. I would be lying if I said it is. So does the child earn anything from there? Of course, that was the purpose. Yet, it does not happen that way. (VTAHS T1)

To be more specific, it was indicated that most of the while teaching assessment practices were either abandoned or traditional while assessment practices were employed (e.g., giving plus or minus to answers) due to curriculum coverage concerns and overcrowded classrooms, as was expressed:

If you ask me if I am doing something like a quiz or something, I do not. I am not doing any additional work. Even because I know that they will not do the homework, I try to have it done in class. ...Even if may be they understand, I think that they do not! I am not convinced! As I am not, I go over and over, again and again [repeated this for three times]. (VTAHS T1)

As a result, although in appearance assessment procedures seemed to be conducted, the findings supported that the practices of teachers in the name of assessment could not reach the actual ends in the practice exam (reading, writing, speaking, listening), performance, project, and portfolio assignments. In other words, although there seemed an effort to assess, the rationale of assessing student learning in this context was understood to be done for the sake of appearances. Ultimately, the assessment initiatives and processes carried out were found to create an illusion of assessment resulting in a reduced idiosyncratic assessment understanding.

#### **4.1.14. Assessment in Transformative Curriculum Understanding**

As there emerged three different conceptualizations in Case Resonance, the component of assessment were presented in the scope of the transformative curriculum, curriculum in transition, and disconnected curriculum respectively.

Conceptualization of assessment in transformative curriculum understanding emerged to be transformed and shaped to nurture assessment practices, catalyze student learning, and was comprised of the sub-theme of construction of an enriched understanding of assessment. Construction of an enriched understanding of assessment stands for a description of “how” assessment was transformed at school level, enriching the intended curriculum and catalyzing student learning, and was constituted from the category of: “reconstruction of assessment.”

**Reconstruction of Assessment:** Reconstruction of assessment is based on a critical overview of assessment practices spotting the gaps or dysfunctional areas and the enrichment acts, thoughts, resolutions, and alternations contributing to reconstruction

of assessment finally resulting in a transformative assessment understanding.

The analysis indicated that assessment in Case Resonance was based mainly on joint skills-based examination procedures which included written exams for reading, writing, and listening skills; and practice exams to assess speaking skills; and performance and project assignments. In preparation for the exams, although helpful websites were utilized, the content included was meticulously examined to be authentic and unfamiliar to the content in the textbook.

On the other hand, the assessment of speaking skills was attained through a performance assignment. It must be mentioned that, all these assessment practices were conducted as common/joint assessment practices, appropriate to the regulation released by MoNE. Yet, particularly the way the practice exam, performance and project assessment was applied was based on a critical overview going through changes, as was supported in the quote:

Last year, we did a raffle kind of assessment for speaking. We put questions in a bowl. Then conversed with students based on the questions they drew and assigned their speaking scores accordingly...This year we asked for presentations. Presentation is good but somehow I think it led students to memorize things a little. I think we will change it next time. (AHS T2)

To enhance and catalyze the learning experiences of students, the way the performance and projects assessment were applied was alternated based on a critical view, which is a reconstructive act leading ultimately to a transformative assessment understanding.

About performance scores, one grade was assigned from presentations and the other from in-class participation and task completion. The task completions mentioned were including the tasks on Quizlet or Padlet (web 2.0 tools). Both in task completions and presentations, the learners were given e-safety instructions, the assessment criteria were announced in advance with an emphasis on the requirement of using web 2.0 tools. That is, assessment practices were found to be infused with technology-mediated learning which also refers to a critical overview and clues enrichment acts as reconstructive elements underpinning a transformative assessment understanding. In this regard, web 2.0 tools were used, particularly by one of the teachers, as a means to provide teacher/peer feedback and were believed to enhance

the “personalization” of learning, as was indicated:

Web 2.0 tools are great. Students can even give each other feedback and put emojis to each other’s products. Also, I think there must be other advanced ways to incorporate web 2.0 tools in evidence-based assessment. I think on and search about that. (AHS T1)

Besides, the approach of the teacher during assessment was seen to have a determinant role in students’ developing skills, resilience in the face of challenges and the ability to communicate effectively using a variety of media and technology. In line, a nurturing, supportive, and encouraging teacher attitude was understood to have a positive impact on students’ psychological well-being strengthening the bases of a transformative assessment understanding. Such an attitude was asserted to alleviate learning anxiety: “Yes, they were excited, maybe they had a hard time presenting at that moment, but I can clearly see that they had the feeling of ‘I accomplished something, I prepared and made such a presentation’” (AHS T1). That is, as a result of the recognition of the significance of the teacher attitude, the teachers’ acts were understood to be reconstructed to reach a transformative assessment understanding. As a result, the alternated mode of assessing performance assessment, the enhanced use of web 2.0 tools as part of assessment, realization of the significance of the teachers’ attitude in assessment, and focus on more technology-mediated interventions for improving evidence-based assessment, all refer to a critical overview of assessment leading to a transformative assessment understanding while providing a general outlook of the assessment practices in this context.

Besides, the reconstructive thoughts of the teachers in this understanding reached a broader perspective and posed the idea that the actual implementation at schools in general and assessment practices required at ministerial level were incompliant. According to this perspective, the level differences between classes and differences among schools existed. Yet, there was the insistence on common/joint written exams in MoNE. The approach of MoNE was found as a contradiction in transformative understanding. Therefore, the emphasis was to be drawn towards assessing the process to reinforce the idea that what indeed matters is learners’ speaking, as was supported in the quote:

I think that we cannot really assess the student... May be s/he may have adopted

the thing that I do not fixate on their mistakes in the lesson, maybe they write as they talk! I especially emphasize this to the students: “I do not care what you get in the exam. ... The important thing is that you speak, right or wrong, but only try to contribute!” (AHS T2)

As a result, evidently supported by the findings, the reconstruction was on “how to assess more meaningfully” and bridge the gaps between the purpose of the curriculum and the actual implementation. In short, to achieve the ends of the intended curriculum so as to raise efficient language users, both on the level of high stake exams and school-based assessment practices, new resolutions and paths were to be found to emphasize and aggrandize performance assessment over the existing emphasis on summative ends.

#### **4.1.15. Assessment in Curriculum in Transition Understanding**

Assessment in curriculum in transition understanding was revealed to be calibrated towards the intended curriculum and the practices of transformative curriculum understanding. It was built upon the sub-theme of calibrating assessment procedures. Calibrating assessment procedures was based on teacher acts of search toward “how” to approximate the related procedures in the intended curriculum and included traces of similar thoughts with the practices of other teachers in transformative curriculum understanding. As a sub-theme it was built on the category of “in tune conceptualization of assessment practices.”

**In Tune Conceptualization of Assessment Practices:** The assessment practices were found to be in tune to a good extent with the common assessment practices in transformative curriculum conceptualization. Although the conceptualization here was still in its infancy, the main elements under this sub-theme representing the assessment procedures were overlapping. That is, the skills-based assessment approach navigated the assessment practices through joint-examination procedures. The practice exam for speaking was not applied separately. It was embedded into a performance assignment. In other words, speaking skills and the performance of the learners were assessed simultaneously. Also, it was revealed that there were common formative assessment practices in this category. Teachers either assigned one grade from in-class participation and the other from task completion such as vocabulary games, dramatization and/or role plays.

The analysis of the interviews put that as the most recent practitioners of the curriculum in this context the teachers were experimenting, experiencing and getting to know the inside out of the practices and constituting a conceptualization that still was shaping. In this respect, skills-based assessment practices were found to have a positive and supportive impact on students' language learning perceptions in this understanding. Although still considered time-consuming and as extra work as was emphasized, thanks to the skills-based exam procedures teachers alongside learners gained a perspective about what learning a language meant, as was stated: "...that now we assess skills, not grammar, is good for us [teachers], as well. Language learning is not like 'go/went'" (AHS T4). Particularly, the practice exam aspect was thought to have contributed to the understanding that learning indeed was comprised of skills rather than grammatical structures by the teachers, as was expressed: "Yes, we assess skills. I think it is good to assess skills. So the student is now aware of what language learning is like. In fact, they started to realize that different skills actually exist" (AHS T3). Considering the realization of the enhancements of skills-based assessment from the perspective of both the learners and teachers themselves, the assessment conceptualizations of teachers was found to be in a transitioning state towards the expectations of the intended curriculum and the assessment understanding in transformative curriculum.

Finally, the high stake exams which are based on multiple choice questions were considered as a drawback. The focus on the summative ends rather than performance in English was asserted to undermine particularly the curriculum implementation practices in 11<sup>th</sup> and 12<sup>th</sup> grades, as was stated: "At 11<sup>th</sup>, 12<sup>th</sup> grades, the students focus on the university entrance exam. Then, the process entirely fails because the exam is multiple-choice" (AHS T4). When the high stake exam was summative, insistence on assessing performance at schools was considered as meaningless, particularly by language students. The students who were not language students were concentrating on the university entrance exams and it was becoming difficult to implement the curriculum as it is. In sum, in tune conceptualization of assessment was evident as a result of thinking upon the gains of a skills-based approach in assessment, the realization of skills instead of grammar-based assessment as well as starting to develop a critical stance related to the misalignment between the format of the high stake exams and the actual implementation, which all were translating into



calibrating assessment procedures in the curriculum in transition understanding.

#### **4.1.16. Assessment in Disconnected Curriculum Understanding**

The analysis revealed that assessment in disconnected curriculum understanding, although more compliant compared to the other components of the curriculum, was deviated from the requirements of the intended curriculum and the practices of other teachers. It rose upon the sub-theme of deviated attitude in assessment. Deviated attitude in assessment describes “how” the assessment procedures distinctly were detached from other teachers’ practices and drifting away from the requirements of the intended curriculum and rose upon “deliberately deviated assessment procedures” as a category.

**Deliberately Deviated Assessment Procedures:** Based on the analysis of the interview data, a structure-based concept of assessment emerged which depicted a deviated attitude against the intended curriculum, as was supported in the quote: “S/he will either write ‘staies’ (spells the ‘ies’) instead of the word ‘stays.’ After all that is annoying” (AHS T5). The second level deviation was understood to occur in the in-school assessment practices. On this level, based on the expressions in the interview, it was understood that there were divergent summative and formative assessment practices opposing the teachers’ committee decisions. The practice exam was not applied. Instead, all students were assigned full points, which was in full contrast to the practices of the other teachers in this context and the official decisions taken. For formative assessment practices also, while one of the performance grades was reported to be assigned through a performance assignment like other teachers, the second performance grade was asserted to be given according to the written exam results, as was supported by the quote: “Do not look at what I said, let me be more honest, I give a grade to children so that it does not fall below their written-exam results” (AHS T5).

Finally, there was a reference to the negative impact of the non-assessed language curriculum at the university entrance exam on the learned and implemented curriculum at school level. Also, high stake exam policies were found inconsistent with the purpose of the curriculum:

Why is there no English in the university exam? For example, if there were 10 questions in the university exam, maybe it would be much different. You know, I do not know how an English curriculum that has been so postponed, pushed into the background, is thought to raise effective users of English! (AHS T5)

That is, in the event of inclusion of the outcomes of the 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, it was thought to influence students' and may be the teachers' approach to the lesson. Still, even at this point, the remarks seemed to deviate from the philosophy and purpose of the curriculum. That is, a structure-based deviated assessment conceptualization dominated and the expectation was about including a certain number of questions into the university exam. The emphasis emerged way too deviated from a skills-based approach and to "raise efficient language users."

#### **4.2. The State of Congruence between Teacher Conceptualizations and the Intended Curriculum**

This part is based on the findings highlighting the answers to the second research question: "In what respects are the curriculum conceptualizations of teachers congruent with (or not) with the intended curriculum?" The frame of the findings drawn from the analysis of the document artifacts (i.e. intended curriculum text) and the data obtained from semi-structured interviews are demonstrated in Table 4.5.

**Table 4.5**

*The State of Congruence between Teachers' Curriculum Conceptualizations and the Intended Curriculum*

<b>Case Dissonance</b> Curriculum Conceptualization	<b>State of Congruence</b>	<b>The Intended Curriculum</b>	<b>State of Congruence</b>	<b>Case Resonance</b> Curriculum Conceptualizations
Reduced Idiosyncratic Curriculum	Distinctly fragmented	Philosophy and purpose	Similarly aligned	Transformative Curriculum
		Content	Transition toward the curriculum	Curriculum in Transition
		Learning experiences		
		Assessment	Deliberately deviated	Disconnected Curriculum

While the conceptualization of transformative curriculum was similarly aligned with,

and curriculum in transition was in a state of transition toward the intended curriculum; disconnected curriculum was found to be deliberately deviated from the intended curriculum.

As illustrated in Table 4.5, the state of congruence was examined through a comparison between the teachers' curriculum conceptualizations and the components of the intended curriculum.

The comparative approach in answering the research question was supposed to provide the reader with a view of the strings between the teacher conceptualizations and the intended curriculum in two cases. The view of the state of congruence was aimed to reflect how the understandings of teachers were calibrated to the intended curriculum in the scope of the components of philosophy and purpose, content, learning experiences, and assessment.

Based on the review of the intended curriculum of MoNE updated in 2018 (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum), regarding the philosophy and purpose, congruency between the intended curriculum and curriculum conceptualizations was explored mainly in the frame of the view of language, goal of the curriculum, focus of the curriculum, concept of knowledge, role of the teacher, and role of the learner.

Since the document of the intended curriculum relates to content not directly but through the instructional materials, in parallel, content in this part refers to the content of the textbooks/workbooks used to deliver the curriculum. The congruency between the intended curriculum and curriculum conceptualizations regarding content was reported in the scope of the features of instructional materials, sequence of the content, and partially about the notion of flexibility.

In terms of learning experiences, the congruency between the curriculum conceptualizations and the intended curriculum was explained mainly within the boundaries of the mode of instruction, medium of instruction, interaction types, approach to skills, teaching methods/techniques, and role of the technology in instruction.

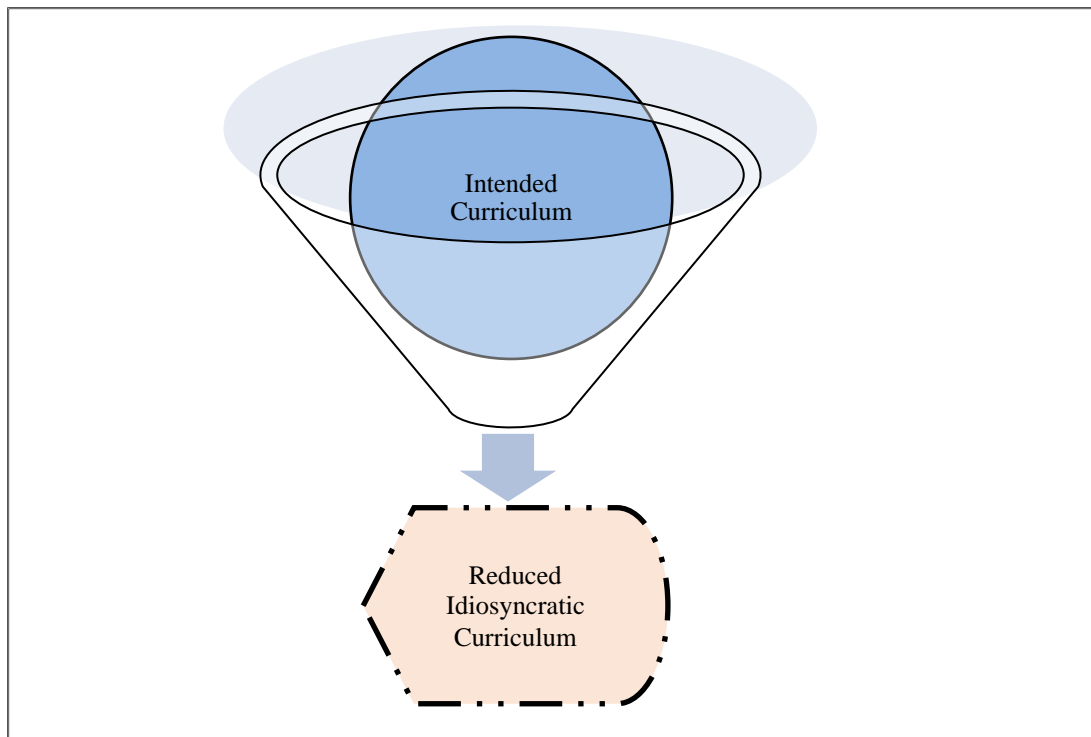
Regarding assessment, the congruency search between curriculum conceptualizations and the intended curriculum was confined to the types of assessment, focus of the

assessment, and the feedback resources.

#### 4.2.1. Congruence between Teacher Curriculum Conceptualizations and the Intended Curriculum in Case Dissonance

To visualize the process, the congruence between reduced idiosyncratic curriculum understanding and the intended curriculum was demonstrated in Figure 4.5 which was sketched based on the researcher's own understanding of the case under study.

According to Figure 4.5, the funnel representing Case Dissonance acts as a filter. When the intended curriculum enters Case Dissonance, it is filtered and accommodated according to the realities of the environment. Finally, the filtered intended curriculum is metamorphosed into a different nature in color and shape that has little in common with the original intended curriculum. The dashed lines around reduced idiosyncratic curriculum represent idiosyncrasies among practices of teachers.



**Figure 4.5** *Congruence between Teachers' Curriculum Conceptualizations and the Intended Curriculum in Case Dissonance*

Ultimately, the intended curriculum is reduced to a level distinctly fragmented from

the intended curriculum which carries idiosyncrasies among the practitioners/participants/interviews in the same context.

**Reduced Idiosyncratic Curriculum and the Intended Curriculum:** The findings derived from the review of the intended curriculum document and the semi-structured interview data depicted a distinctly fragmented picture represented in the components in reduced idiosyncratic curriculum compared to the intended curriculum. In other words, in this context, the response to the sub research question was embodied by distinctions.

**Philosophy and Purpose:** Compared to the action-oriented intended curriculum “viewing the target language [English] as a vehicle for communication instead of dealing with it only as a lesson to be learned” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 4), reduced idiosyncratic curriculum understanding considered and identified the English language as a lesson to be taught and learnt. While the goal of the 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum was determined as “to engage learners of English in stimulating, motivating, and enjoyable learning environments so that they become effective, fluent, and self-directed users of English” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 4), the goal in reduced idiosyncratic curriculum was understood to be simply raising basic language users. The focus of the intended curriculum “intends to foster communicative competence by addressing functions and four skills of language in an integrated way” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 4), and further, evidently identifies the scope of the communicative competence as grammatical competence, discourse competence, sociolinguistic competence, and strategic competence (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 5). In contrast, reduced idiosyncratic curriculum aggrandizes grammatical competence. Also, the communicative focus within time shifts. The focus and skills-based approach gradually disappears in the context, as could be retrieved from the quote:

At the beginning of the semester we start good. We cover the listening and speaking tasks as they are manageable but it lasts a month. As the level of tasks gets hard, we start to skip and drift away even as teachers. (VTAHS T5)

Based on the descriptions and communicative competence and skills, the concept of knowledge could be defined as “knowledge for life” based on functions and useful language including the communicative role(s) of a given form in a context of

situation (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018). However, in reduced idiosyncratic curriculum, the concept of knowledge meant functional skills relating to students' vocations or basic language skills for building vocational English skills upon. On the other hand, while the role of the teacher was evidently identified as a "facilitator-guide" in the intended curriculum, in reduced idiosyncratic curriculum, teacher was considered as a knowledge transmitter or psychological consultant. Although the intended curriculum positions the learners as "autonomous learners" (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018), as could be drawn from the verbatim quote: "Mostly they listen, crash on the desk and sleep, answer questions, and like that" (VTAHS T2), students were positioned as the invisibles and receivers in reduced idiosyncratic understanding.

As a result, in the frame of the role of the learner and teacher, concept of knowledge, the view of language, goal of the curriculum, and focus of the curriculum, the conceptualizations of teachers were found to be in full contrast with the concepts of the intended curriculum. Also, the central value the intended curriculum put on "collaboration among the leading stakeholders (learners/users, teachers, administrators and material designers)" in implementing the curriculum successfully did not have a meaningful correspondence in this context.

**Content:** Based on the review of the document of the intended curriculum it was seen that the content of the textbooks was divided into 10 interrelated themes for each grade (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018). "The thematic organization of the units, language functions, all language skills (listening, speaking, reading, and writing), some focus on pronunciation and a limited focus on language structures" were emphasized (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 13). In comparison, in reduced idiosyncratic curriculum, this content was found overloaded, high proficiency and irrelevant to the needs of VTAHS audiences, particularly in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade levels. Considering the relatively shorter academic calendar and intensive curriculum implementation in this context, the content of the textbooks/workbooks did not fit the reality of Case Dissonance.

The content was suggested to highlight some features, as could be drawn from the excerpt taken from the intended curriculum: "In the new 9<sup>th</sup> and 12<sup>th</sup> Grades English Curriculum preferred instructional materials are attractive in presentation, authentic

in content/use, culturally sensitive, unbiased toward learners'/others' cultures/genders (Tomlinson, 1998) and multisensory in design" (p. 14). In reduced idiosyncratic curriculum understanding, in contrast, the content of the textbooks/workbooks was found obsolete and non-authentic. Furthermore, the inaccessibility of the interactive books to the teachers' disposal emerged as a hindrance to the concept of "multisensory in design" feature expected in the intended curriculum. Therefore, particularly the content relevant to listening tasks was skipped by teachers and was left as sinkholes. Other than that, although the curriculum highlights the rationale behind starting the unit with content establishing listening and speaking skills so as to "stimulate the natural process of first language acquisition" (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018), in reduced idiosyncratic curriculum it was interpreted as nonfunctional. According to the teachers in this context, initiating a lesson with content underpinning speaking and listening skills required some background knowledge. Due to the inadequate readiness and lack of prior knowledge of the learners such a flow was interpreted as ineffective and prone to failure:

Mostly units start with listening tasks. There must be an aim there, okay but students just stare at us! They do not have even a slight background to understand something out of what they listen! So I skip those tasks. (VTAHS T3)

Also, it was noted in the intended curriculum that "many functions were recycled throughout the curriculum to ensure permanent learning" (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 13). In contrast, the analysis of the interview data referred to the underestimated content organization dimensions. The organization of the content in each textbook vertically was reported to be imbalanced in terms of the repetition of the lexis, which made permanent learning even more difficult. Similarly, as was stated: "One after the other unit we cover past tense. The texts are too long" (VTAHS T3), it was emphasized that the textbooks as curriculum delivery tools were detached from each other and within each textbook the content was not well sequenced.

Last but not least, in reduced idiosyncratic curriculum a fallacy (misconception) about content features was identified. In this respect, a falsified understanding of the flexibility of the content was unearthed. The expression "the curriculum is intended

to be ...and broad/flexible enough so that teachers can creatively adapt the content to meet their learners' individual needs" (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 19) seemed to have been overgeneralized and misinterpreted, as was exemplified in the statement:

It is good that the curriculum says "I determined the objectives. You pave the way from where you want, with which material you want. You can cover it in the way you want with the material you want, at the level you want." (VTAHS T1)

In brief, it was understood that teachers' understanding of content in reduced idiosyncratic curriculum was almost completely in conflict with notions in the intended curriculum. As evidently is supported by the quote: "If it is not manageable, I skip it and move on" (VTAHS T2), a "skipped or translated version of content" was in effect resulting in skills and thereby functions and the relevant content as sinkholes opposing the required integrated presentation of skills in the intended curriculum.

**Learning Experiences:** In the intended curriculum, instruction was viewed through grades in a continuum of the previous grades with slight transitions. Commonly at all grades, it was designed according to four English lesson hours based on communicative, experiential, and task-based language activities. In other words, learner-centered oriented mode of instruction was of central significance in the intended curriculum. During the instruction, the intended curriculum expected learners to get support from their peers, teachers, learning tasks, and materials and gradually increase their autonomy in this secured learning environment. Therefore, throughout the 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, students were intended to be engaged in task-based, collaborative, project-based language activities and processes that would empower learners' self-esteem autonomy, and language skills (Stoller, 2002 as cited in 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 6). In doing so, the teachers and the students communicate in English in the classroom at all times and teachers make use of varied interaction types (individual, pair work, group work, whole class) during the lesson (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 10). During instruction, the learners were expected to be guided to constantly practice real-life English by using all four skills in an integrated way.

On the contrary, as was revealed in the analysis of the interviews, in reduced



idiosyncratic curriculum understanding, subject-centered oriented instruction with an emphasis on grammar and vocabulary was dominating the mode of instruction. The teacher emerged as the authority figure in the class. Also, there was a fading persistence in using target language instruction within time, and effort was put into completing the native language and expression deficits first as was expressed:

You tell the student to “bring an adjective.” S/he does not even know what an adjective is. You have to teach her/him what adjective is in the native language first. You can encounter such a case even at 12<sup>th</sup> grades. (VTAHS T3)

During instruction, particularly the listening and speaking tasks were skipped leaving the skills as sinkholes. In other words, the highlighted skills were lost in instruction. It also was revealed that varied interaction types suggested in the curriculum were replaced with a monotype (individual) interaction. Different from the expectations of the intended curriculum, any type of pair or group work were replaced with constant individual and/or whole class interaction during the lesson due to classroom management problems referring to the conduct problems of students, and time-management issues stemming from the necessity of intensive curriculum implementation, as was supported by the quote: “There immediately occurs a buzz, a disturbing howl in the class. Therefore, I do not apply group or pair-work. They talk about non-related things. It is a waste of time” (VTAHS T2).

Additionally, the intended curriculum “does not leave out or adhere strictly to any teaching method” but rather suggests an eclectic approach to language learning and teaching (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018). In particular to the implementation, the curriculum suggested encouraging learners to discover meaning from the context instead of providing meaning directly. Yet, such was not the case in the reduced idiosyncratic curriculum: Direct translation was heavily used and mostly the processes were understood to be occupied by traditional language teaching methods, instead of an eclectic approach, as was stated in the quote: “I translate everything. I give the meanings, teach whatever the topic [grammar] is, then ask them to complete the exercises in rows” (VTAHS T2).

In terms of the use of materials, the intended curriculum suggests teachers to consider students’ ages, psychological and sociological levels in selecting characters, texts, and visuals for the instructional process. Furthermore, the intended curriculum

strongly recommends using instructional materials promoting experiential learning and learning by doing (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018). In reduced idiosyncratic curriculum understanding as the interview data analysis revealed, it was understood that the use of the materials was grammar and vocabulary oriented rather than promoting learning-by-doing and experiential learning, as was indicated in the quote: “For example, I open the material on the smart board. I also bring photocopies in print for them. We do the fill in the blanks, true/false, vocabulary exercises, and move on” (VTAHS T2).

From the aspect of the role of technology, the intended curriculum encourages the integration of technology in all aspects of English language learning and teaching since such tools play an important role in merging the dynamic and interactive nature of the language with student interests and daily life experiences. Ultimately, the curriculum ends up supporting and suggesting “a blended learning environment for language learners, which takes place in the combination of face-to-face learning with approximately 45% of online materials and activities” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 16). Therefore, as an explicit warning in the curriculum, the learners must be trained on “netiquette” which implies the advantages and disadvantages of using technology, as well as any restrictions on its usage for effective and ethical communication. Contrary to the expectations of the intended curriculum, the role of technology in the context of the reduced idiosyncratic curriculum was manifested through the detached position of technology in instruction. That is, technology was not integrated, merged, or fused but simply was treated as a classroom management tool, as was stated: “I use technology because at least, when I turn on the smart board, they keep silent” (VTAHS T1).

Finally, the analysis revealed teacher fallacies in reduced idiosyncratic curriculum understanding referring to the learning experiences. According to the analysis, there emerged a “perceived falsified reality of learning experiences.” Initially, it was understood that there was an understanding of “this is the curriculum, do whatever you want with it” which was interpreted as broad flexibility. Thereby, teachers reported trimming skills-based processes due to some reasons comprising reduced idiosyncratic learning experiences understanding, as was expressed: “It seems to me that they have set us free a lot. ...Or it is like take this curriculum. Do whatever you

want! So I do this, another teacher does the other, no restrictions” (VTAHS T4).

Another fallacy regarding perceived falsified reality of learning experiences emerged about “curriculum delivery through impromptu made-up activities,” as was stated: “It is not the same in every classroom. It does not work that way. Then I am just making up an activity myself. But right or wrong to do, I do it” (VTAHS T2). This understanding was based on an unplanned and unsettled way of processes bringing in uncertainties compared to the intended curriculum creating idiosyncrasies among teachers’ teaching practices. More interestingly, regarding the questions about material preparation through web 2.0 tools, the analysis referred to another misconception about the understanding of “material preparation as content design,” as was stated:

I find various sources and give what I can to the maximum ..., but I do not think that I have a duty or responsibility to produce content, because this [preparing materials via web 2.0 tools] is really content design. (VTAHS T2)

Finally, the data analysis uncovered that technology use in learning experiences, in a sense, might be “bending the reality of processes” as it seemed to create an illusion of completed tasks/processes and efficiency, as was expressed: “Here are things like downloading different videos, just not sticking to the book! Sometimes use the board, when get bored, watch a video, then go back to the book, make a photocopy...I do everything” (VTAHS T2).

In sum, the learning experiences were in almost in full contrast to the communicative, collaborative, function, task-based, and all skills integrated intentions of the intended curriculum. Instruction in reduced idiosyncratic curriculum was carried out through a subject-centered oriented mode of instruction, via the native language as the medium of instruction, and monotype interaction. There was an overemphasis on traditional teaching methods/techniques. The use of materials was grammar and vocabulary oriented and the role of the technology in instruction was confined to stand for a tool for classroom management. In short, the conceptualization of teachers regarding learning experiences was distinctly fragmented compared to the expectations, suggestions and the boundaries of the intended curriculum.

**Assessment:** The assessment in 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum is comprised of “a mixture of alternative, traditional, and electronic assessment types” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018). The main assessment types recommended by the intended curriculum were identified as:

Listening/speaking skills via Discussion Time activities and/or Video Blogs (V-logs) and evaluating the integration of all four skills as well as the other components of the language such as lexis, structure, and pronunciation by using T-Pack, written exams, or e-portfolios. (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 11)

Written exams are also suggested to be promoted through teacher observations and participation. Still the curriculum strongly puts an emphasis on “designing communicative assessment tasks and assessing production of language in the implementation of the curriculum.” Since this curriculum is defined as highly functional and skills-based, it is underlined that assessing learner performances shifted toward evaluating integrated skills (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018). Although the curriculum supports using a variety of assessment tasks so long as they comply with the dynamic, communicative, and interactive nature of language use in real-life; it strongly recommends giving some weight to assessing speaking skills. Compared to the requirements of the intended curriculum, in reduced idiosyncratic curriculum understanding, it was found that assessment was mainly based on written exams. Contrary to the emphasis of assessing speaking skills in the curriculum, there emerged a pseudo-speaking assessment which seemed to have no meaningful ends. Instead of assessing the speaking skills of learners, as a teachers’ committee decision, grades were reported to be assigned based on class participation through the term due to time constraints, pressure of curriculum coverage and the pandemic, as was supported in the given quote: “We made a decision in the teachers’ committee and distributed it [assessing speaking skills] to a semester in class, just because there is a pandemic” (VTAHS T3). Other than the written exams, there emerged pseudo-performance and project-based assessment practices. That is, assignments were given to students simply to support students’ passing the class. Project and performance assessment seemed to have failed as the nature, aim and ends of assessment methods were not taken into consideration, as was expressed: “We even give a good grade to those who just bring something to us. I know the purpose is to support student learning, but here it is impossible” (VTAHS T1).

As a result, the predominating type of assessment in reduced idiosyncratic curriculum was traditional and pseudo alternative assessment while the focus of assessment was in full contrast to the expectations of the intended curriculum as there was unwillingness to assess speaking and listening skills.

Likewise, in intended curriculum, the feedback resources in assessment are stated as “multidimensional.” That is, language learners take feedback from varied parties such as “teachers, peers, e-assessment tools, and/or parents in systematic, clear and meaningful ways” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 12). More importantly, the language learners are encouraged to reflect on their own learning and self-evaluate their own performance and progress via self-evaluation checklists, rubrics, and short reflection reports that can be applied both online and offline. In complete contrast to the expectations of the intended curriculum, in reduced idiosyncratic curriculum, only teacher feedback was reported to be in effect due to time constraints and curriculum coverage concerns, as was expressed:

At the beginning of the term I tried to give individual feedback to student home works. I realized I spend a whole lesson just on giving feedback and therefore stopped. I have to give the curriculum and there is no time for it. (VTAHS T4)

The analysis of the data also aided to unearth the misconceptions of teachers regarding assessment. Initially, it was understood that performance assessment was conceptualized as “assigning scores based on students’ conduct” or “a collection of photocopies in a file,” as was stated:

Yes, so that they do not forget what we have done, I make them file and warn them and say “I will assign one performance score from your notes on your notebooks and check if your photocopies are in order.” (VTAHS T4)

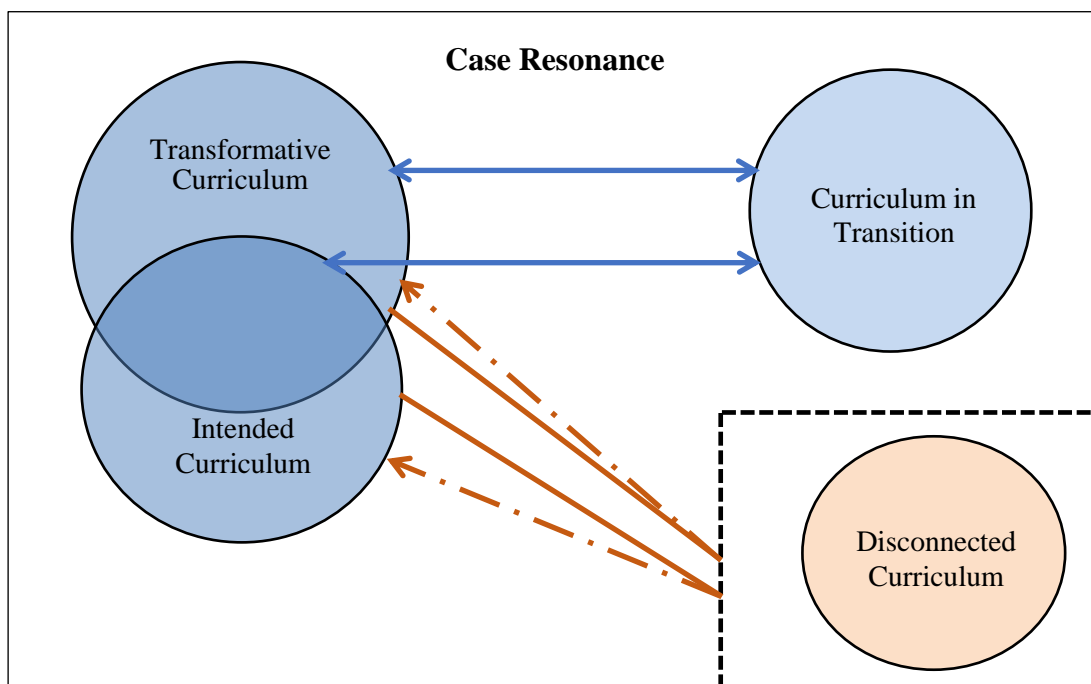
Last but not least, the analysis also unraveled that “grammar” was conceptualized as a skill rather than a competence, and “assessing speaking skills” as “everything that is uttered in the lesson,” as can be drawn from the quote: “When they cannot answer something properly when I ask a question, it is a speaking, as well. Reading is also a speaking” (VTAHS T2). That is, even reading a text or reading something aloud was considered as a basis to assess speaking skills.

In short, although in appearance traditional and alternative assessment types seemed to be in effect to an extent, it can be concluded that the aims of the assessment tools

were bended, reduced and therefore distinctly fragmented from the expectations of the intended curriculum. In other words, the assessment was aimed to support students' passing the class instead of being a tool to assess the learners' language skills supporting their language development.

#### 4.2.2. Congruence between Teacher Conceptualizations in Case Resonance and the Intended Curriculum

A holistic picture of the congruence between the teachers' curriculum conceptualizations in Case Resonance and the intended curriculum was exhibited in Figure 4.6 which was sketched according to the perspective of the researcher and understanding derived from the analysis. In Figure 4.6 it was aimed to help the readers visualize the state of congruence as was revealed in Case Resonance.



**Figure 4.6** *Congruence between Teachers' Curriculum Conceptualizations and the Intended Curriculum*

As can be spotted in Figure 4.6, transformative curriculum, which emerged to be strongly calibrated with the intended curriculum, almost entirely are overlapped. The intersection represents the overlapping notions, concepts, and curriculum implementation practices in between. The area above the intersection belongs to transformative curriculum representing the enrichment and replacement notions and

acts comprising the identity of it. The non-overlapping area below the intersection represents the probable notions or expectations of the intended curriculum that might not have emerged in the analysis or did not emerge in the scope of the interviews. In the light of this explanation, the findings regarding the congruency between transformative curriculum understanding and the intended curriculum were confined to the intersection area.

Curriculum in transition as a “yet to be completed” type of conceptualization emerged to be gradually approximating to the expectations of the intended curriculum and the transformative curriculum in the same context. The two-sided arrows stand for a mutual, responsive and supportive relationship between the intended curriculum, transformative curriculum, and curriculum in transition.

In contrast, the disconnected curriculum as an isolated area in Case Resonance has little interaction with the other conceptualizations and the intended curriculum. Therefore, the arrows coming from transformative and intended curricula are reflected back in dashed lines representing an unstable relationship in between. In other words, the intended curriculum and the transformative curriculum emerged to have a weak effect on disconnected curriculum.

**Transformative Curriculum and the Intended Curriculum:** The analysis of the document of the intended curriculum and the semi-structured interview data revealed a similarly aligned outlook represented in the components in transformative curriculum. That is, the congruence between transformative curriculum and the intended curriculum was embodied by similarities.

**Philosophy and Purpose:** Correspondingly to the action-oriented intended curriculum “viewing the target language as a vehicle for communication instead of dealing with it only as a lesson to be learned” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 4), the view of language in transformative curriculum understanding fully overlaps. Also, considering the strategic positive support of administration, the general characteristics of the learners and the positive conceptualization of working in this context, the goal of the intended curriculum “to engage learners of English in stimulating, motivating, and enjoyable learning environments so that they become effective, fluent, and self-directed users of English” (9<sup>th</sup>-12<sup>th</sup> Grades English

Curriculum, 2018, p. 4), could be successfully achieved. Based on the analysis, transformative curriculum understanding was overlapping also with the expectation of the intended curriculum regarding the concept of “collaboration.”

As was asserted in the intended curriculum, all aspects of the communicative competence should be incorporated by addressing the functions and four skills in an integrated way. Compared to this fact, the descriptions depicted an approximation of teachers’ language teaching approaches to the approach of the intended curriculum. Accurately identified skills, the ultimate holistic conceptualization of the skills-based approach reached, and the particular significance spared to the speaking and listening skills concentrated an overlapping outlook of the conceptualizations with the intentions of the curriculum, as was stated: “...Language learning is a natural process and to flow according to learners’ needs is better. ...If the students need to speak, why can you not replace a task with a speaking session? After all, what matters is speaking” (AHS T2).

In correspondence to the action-oriented approach of the intended curriculum with a communicative focus, the concept of knowledge in transformative curriculum understanding emerged as developing students’ language skills which could be mentioned as a variation of the “knowledge for life” concept of knowledge in the intended curriculum. Besides, the role of the teacher was entitled mainly on the level of being a guide-facilitator in full congruence with the intended curriculum. Also, the role of the learners defined as being active language users was found to be overlapping with the “autonomous learner” definition of the intended curriculum as could be drawn from the quote: “I expect them to use the language actively. They should be able to use ice-breakers confidently when they need” (AHS T1).

In short, the transformative curriculum understanding was in full correspondence with the intended curriculum in the span of the view of language, goal and focus of the curriculum, concept of knowledge, role of the teacher, role of the learner, and collaboration among the stakeholders.

**Content:** The analysis highlights that the curriculum includes 10 units which were organized around interrelated themes for each grade.

On the other hand, “the selection of functions for each unit was carried out in



accordance with the descriptors of CEFR” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 14) in a flexible manner and in order to maintain permanent learning, “many functions were recycled throughout the curriculum to ensure permanent learning” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 13). In this respect, the themes in the textbooks/workbooks vertically were found well-sequenced and some of the functions recycled. As could be drawn from the quote: “The themes in the textbooks are okay and the functions are meaningful” (AHS T2), the sequence of the content was in full correspondence with the intended curriculum.

The content in the instructional materials which the intended curriculum expected as “attractive in presentation, authentic in content/use, culturally sensitive, unbiased toward learners’/others’ cultures/genders (Tomlinson, 1998), and multisensory in design” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018) in the context of the transformative curriculum was found not enough well-tailored in terms of learners’ real-life needs. That is, the content of the textbooks/workbooks did not fulfill the expectations of the teachers in terms of authenticity, was found obsolete as every academic year the same textbooks were distributed at schools without any up-date. Also, although no claims were made against the content’s being culturally sensitive and unbiased toward learners’/others’ cultures, the content of the textbooks/workbooks failed to be “attractive in presentation.” The inaccessibility of the interactive version of the textbook, on the other hand, emerged against the “multisensory design” expectation of the content. However, transformative curriculum resolutions were found through negotiation among the teachers’ committee members and the content in the textbooks was promoted with multimedia and instructional technology tools as was suggested by the curriculum. Therefore, as was referred to in the quote, in order to present and practice the functions in an integrated way “for the complexity and the holistic nature of the language in the curriculum,” the content in the textbooks/workbooks was replaced with substitute content in transformative curriculum understanding:

The content of the activities in the textbook are so limited and blurry that sometimes I myself am not able to answer or initiate a conversation through it. Therefore, I sometimes need to replace it. For example, I brought a listening task about the Tulip Festival in İstanbul last week and replaced the classic ones we talk about every year. (AHS T1)

Thereby, as a result of the replacement and enhancement acts of the teachers with regard to the content, transformative curriculum understanding remained similarly aligned with the intended curriculum.

Finally, the sequence of speaking and listening activities as part of the content placed at the beginning of the units in the textbooks aiming to “stimulate the natural process of first language acquisition” was interpreted correspondingly with the intended curriculum. The quote: “At the beginning of the units, generally a speaking or listening part is placed. I think it is okay. It is better to start by exposing the learners to the language” (AHS T1) supports that aim in the intended curriculum was to stimulate a similar process to first language acquisition.

In sum, in the frame of the features of content and the sequence of the content, the transformative curriculum was in full correspondence with the intended curriculum either directly relating to the concepts of the intended curriculum or indirectly by enhancement or replacement acts for the content of the textbooks and workbooks.

**Learning Experiences:** As was indicated in the intended curriculum, it was designed according to four lesson hours based on communicative, experiential, and task-based language activities. That is, learner-centered oriented mode of instruction was given a significant position in the intended curriculum. The analysis indicated that the implementation in the transformative curriculum was perfectly matched with the communicative, experiential, and task-based intentions of the curriculum. That is, the mode of instruction was learner-centered. Regarding the lesson hours, although implemented in four hours as was allocated by the intended curriculum, the need for more lesson hours for an action-oriented curriculum was called for.

On the other hand, in line with the expectations of the intended curriculum, the teachers and students in transformative curriculum understanding communicated in English in the classroom, and teachers made use of varied interaction types (individual, pair work, group work, whole class) during the lesson. Varied interaction types were used and the medium of instruction to a great extent was the target language as was indicated in the quote: “I like when students work together or in groups. I am the happiest particularly when I hear they help each other to complete the task. When they do it in English, it is even more delightful” (AHS T1). Speaking

and listening as the highlighted skills in the intended curriculum was given the most pronounced value in implementation in transformative curriculum understanding.

Additionally, as the intended curriculum required, learners were guided to practice the language in various contexts by using all four skills in an integrated way through target language instruction.

In line with the “eclectic approach” taken central in the intended curriculum, the teachers’ understandings reflected varied utility of teaching methods and techniques with an emphasis on contemporary teaching methods and techniques rather than the conventional ones.

Regarding the use of materials, the intended curriculum suggests teachers considering “students’ ages, psychological and sociological levels in selecting characters, texts, and visuals” for the instructional process and strongly recommending using instructional materials promoting “experiential learning” and “learning by doing” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018). Accordingly, in transformative curriculum understanding, the use of materials was found to revolve around the suggestions of the intended curriculum. Students’ ages and interest were prioritized and mostly the use of materials aimed to engage learners, reflect on their learning and connect with each other.

Finally, as the curriculum encourages the integration of technology at all aspects of language learning, overlapping with the expectations of the curriculum there emerged the use of technologically enriched instructional materials and equipment and use of web 2.0 tools for instructional purposes to teach vocabulary, drills, and for the revisions, as was expressed: “I used Quizlet and Padlet for vocabulary and writing tasks. Still, I think how I can integrate technology more” (AHS T1). In sum, the practices in processes were similarly aligned with the requirements of the intended curriculum.

As a result, with regard to the mode of instruction, medium of instruction, interaction types, approach to skills, teaching methods/techniques, and the role of the technology, transformative curriculum represented strong congruence with the intended curriculum. In short, it can be claimed that the intersection area created the foundation of what we defined as transformative curriculum. In this sense, the

replacement and enhancement acts in learning experiences revolved around the expectations and suggestions of the intended curriculum.

**Assessment:** Assessment in the intended curriculum is defined as “a mixture of alternative, traditional and electronic assessment types” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018), and therefore it encourages using a variety of assessment types to assess all four skills of the language with a strong emphasis on the assessment of speaking skills. In line, in transformative curriculum understanding it was seen that while skills were prioritized in the assessment procedures, varied assessment types were utilized to assess student learning, as was stated: “We apply joint written exams, give performance and project assignments. I do not judge the learners solely according to their written exam results. There are many things we take into account” (AHS T4). That is, the teachers’ understandings were not limited to an end score obtained from written exams rather they were inclined to observe students’ development and change in attitude toward the language over time via complementary assessment methods. Additionally, the curriculum recommends assessing the “listening and speaking skills via Discussion time activities and/or Video Blogs (V-logs) and evaluating the integration of all four skills (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018) and according to the regulation released by MoNE, the four skills were to be assessed via practice exams. Different from the previous assessment applications, the new regulation required to apply speaking exams. In the context of transformative curriculum, reading, listening and writing skills were found to be assessed through joint examinations while speaking was assessed separately as a practice exam.

Regarding alternative assessment, presentations and project-based assignments were given. Based on descriptions, it was understood that the assessment procedures were conducted in line with the expectations of the intended curriculum, as was described:

We have a list and students select a topic they want to study. We announce the assessment criteria in advance. I mean we give scores through a rubric, arrange feedback sessions, or they ask for feedback whenever they need. (AHS T1)

Additionally, in terms of electronic assessment, use of web 2.0 tools as a means to provide teacher/peer feedback was utilized, as was stated: “Plus, this year I used Padlet to assess writing skills. I used the platform to provide feedback” (AHS T1).

Ultimately, in line with the expectations of the intended curriculum the feedback resources in transformative curriculum understanding were multidimensional including feedback from teachers, peers, and e-assessment tools. As was referred to in the quotes “I use Padlet for writing assignments. They do their homework there, like each other’s works or leave comments” (AHS T1); “When they work in pairs, they also learn from each other, give feedback to each other” (AHS T2), varied feedback resources were utilized.

In sum, it can be concluded that transformative curriculum understanding was strongly congruent with the intended curriculum in the scope of the type of assessment, focus of assessment, and feedback resources.

**Curriculum in Transition and the Intended Curriculum:** The findings obtained from the review of the intended curriculum and the semi-structured interview data revealed that congruence between curriculum in transition and the intended curriculum was embodied by a state of transition towards the intended curriculum. The state of transition represents a tide of thoughts, notions, and acts establishing connections to the intended curriculum which includes both approximation and recession. For instance, based on the descriptions, the mode of instruction evidently uttered as learner-centered, through a closer lens, was understood to be dominated more with subject-centered teaching practices, which meant both an approximation and a recession to the intended curriculum. In sum, as a “yet to be completed” state of mind, this state of transition includes both similarities and distinctions compared to the concepts of the intended curriculum.

**Philosophy:** Considering the onset conceptualization of school realities in curriculum in transition, carrying notions regarding the student profile and supportive administrative approach to language teaching, the goal of the intended curriculum “to engage learners of English in stimulating, motivating, and enjoyable learning environments so that they become effective, fluent, and self-directed users of English” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018) was defined as achievable, similarly to the understanding of transformative curriculum. Also, the view of language, similarly to the expectation of the intended curriculum was considered and defined as “a vehicle for communication.” The analysis also revealed that alongside the supportive learning environment at the school, as was underlined in the intended

curriculum, “collaboration” that is of central value to the intended curriculum, among the leading stakeholders was understood to be visible among the learners, teachers and administrators as was stated: “...Teachers are helpful! We had a problem about the software of More & More [the selected textbook]. Teacher Y immediately solved it for all of us. The administration also is supportive according to my observations” (AHS T3). Also similarly to the expectation of the intended curriculum to foster communicative competence by addressing functions and four skills of language in an integrated way, the focus in curriculum in transition emerged to represent a gradual transition to a focus of communicative competence. Although functions as a concept still was not encountered in this conceptualization, the focus clearly was oriented towards the communicative competence and addressing the four skills in an integrated way as could be retrieved from the quote: “Maybe you noticed. I play a vocabulary game at the beginning of the lessons. We ask follow-up questions, sometimes I make students ask each other questions and there we also use listening and speaking” (AHS T4).

However, the teachers in this understanding were found in struggle to approximate their understanding to the requirements of the intended curriculum and the realities of the context compared to the communicative, action-oriented focus of the intended curriculum. As a result of an onset conceptualization, dichotomies existed between the conceptualization and the concepts of the intended curriculum. For instance, while awareness was raised with regard to the “knowledge for life” as it is in the intended curriculum, the concept of knowledge in function emerged as the structural knowledge of the language. Similarly, the felt “guide-facilitator” role of the teacher in the intended curriculum was in two minds, as can be drawn from the statement: “Sometimes I merely transmit knowledge, in some classes I am a guide, though” (AHS T4). Besides, “autonomous learners” as the role of the learners defined by the intended curriculum emerged in an alternated position. Clued by the quote “Students speak when I let them to speak. ...I am aware and trying to change that” (AHS T4), the role of the learners seemed to shift between knowledge receivers and active users of the language.

As a result, while the view of language, goal of the curriculum and collaboration among stakeholders emerged to be perfectly aligned, the focus of the curriculum, the

concept of knowledge, role of the teacher and role of the learner still emerged to be in a state of transition towards the intended curriculum.

**Content:** The intended curriculum which is organized around 10 interrelated themes for each grade is based on language functions built upon the descriptors of CEFR, language skills, a limited focus on structure and explicit pronunciation activities (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018). Compared to this description of the intended curriculum, there emerged a slight reference only to “language skills.” The statement: “In the past there were not listening parts in the textbooks, at least now we have and I think the listening parts are good” (AHS T4), makes a slight connection to the intended curriculum, but is far from delving into the quality of the content in those parts.

The intended curriculum underlines some features for the content to be accounted as could be drawn from the excerpt taken from the intended curriculum: “In the new 9<sup>th</sup> and 12<sup>th</sup> Grades English Curriculum preferred instructional materials are attractive in presentation, authentic in content/use, culturally sensitive, unbiased toward learners’/others’ cultures/genders (Tomlinson, 1998), and multisensory in design” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 14). In comparison, the identifications of the content in curriculum in transition were confined to the layout of the textbooks/workbooks and features of the content to an extent, as was described “the print is low quality, the pictures not appealing to the learners’ interests. You know it is old and needs an update. The themes are good, I think” (AHS T4). Different from the findings in transformative curriculum, the descriptions were far from delving into the content organization dimensions or content identification processes, as is obvious in the statement: “I like More & More [the selected textbook] as it is more colorful, it has appealing pictures. It is life-like. And I like the way it includes both our culture and the target culture elements” (AHS T3). In other words, upon being asked about the ideal content, it was seen that the descriptions revolved mostly around the layout of the textbooks/workbooks. Except for “being attractive in presentation” and a hint to the “culturally sensitive” the rest of the features did not emerge in the patterns.

It can be concluded that except for some of the features of the content underlined by the intended curriculum, curriculum in transition was not congruent with the intended curriculum. As a result, the content could be claimed to have manifested a

weak reference to the intended curriculum in curriculum in transition.

**Learning Experiences:** Based on the expectations of the 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, students were to be engaged in task-based, collaborative, project-based language activities and processes to develop the language skills of the learners and empower learners' self-esteem and autonomy (Stoller, 2002 as cited in 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018). While during all those instructional processes the intended curriculum expects the teachers to communicate in English in the classroom at all times and to make “use of varied interaction types (individual, pair work, group work, whole class),” in the understanding of curriculum in transition, it was understood that the teachers were aware of it, yet experienced difficulties in transmitting this awareness into action. It was understood that alternated use of the target and native language medium of instruction was used. Besides, the gist of the varied interaction types did not appear in the patterns. Group work was understood as giving an assignment to the learners instead of guiding their learning as can be retrieved from the quote: “I apply pair-work. Why I do not apply group-work? They talk! You as a teacher observe that they do not do what I say, just talk! It does not achieve its aim” (AHS T3). Therefore, the communicative competence as was underlined in the intended curriculum was not fully and in complete harmony carried out in the instructional processes.

The preparation for the lesson was understood to be content-based; warm-ups were reported to be mostly in the native language. The way the meanings of the new lexis shifted between giving the meaning directly opposed to the intended curriculum requirements of contextual teaching. The mode of instruction shifted between an awareness of learner-centered and subject-centered instruction, as was clued in the statements: “An English curriculum definitely must be learner-centered and the focus must be on speaking” (AHS T4); and “I extract the unknown words... I do not know whether it is true or not but I wrote the words on the board, otherwise I could not finish it, I give the Turkish meanings” (AHS T4). That is, the focus of instruction commuted between teachers and the learners.

As in the intended curriculum any teaching method is not left out or strictly adhered to (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018), the teachers also were found to utilize from an eclectic approach, yet with an emphasis on traditional teaching methods and



techniques. It was understood that the teachers were experiencing difficulties in replacing the traditional teaching methods and particularly reported to be in need of professional guidance in terms of how to exploit the grammatical competence in the classroom, as was stated: “Maybe I am teaching grammar not in the way it should be! I think teachers must be given an in-service training or seminar on how to teach grammar and vocabulary” (AHS T3).

About the use of materials, in line with the requirements of the intended curriculum, “students’ ages, psychological and sociological levels in selecting characters, texts and visuals for instructional processes” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018) were understood to be taken into account to some extent. On the other hand, opposing to the intended curriculum, the instructional materials were not selected or used with the concerns of promoting experiential learning and learning by doing.

Finally, although the curriculum encourages the integration of technology at all aspects of English language learning and ends up in supporting a “blended learning environment which takes place in the combination of face-to-face learning with approximately 45% of online materials and activities” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018), there emerged a limited use of technologically enriched instructional materials and equipment. For instance, the use of the software materials was confined to interactive form of the textbooks and utility of ready-made worksheets, while still web 2.0 tools were not on the scene of the classroom, as was expressed: “I am not there yet, but I think, I will learn to use those tools [web tools], now I use the smart board and bring photocopies when necessary” (AHS T4). In other words, technology was merely used to convey the content rather than to merge and fuse technology with learning.

In sum, in curriculum in transition understanding the mode of instruction was shifting between learner-centered and subject-centered instruction; the medium of instruction was alternated between native and target language instruction; and varied interaction types were used except for group work. While regarding teaching methods and techniques there was a call for orientation and guidance on how to teach particularly grammar and vocabulary, the role of technology in instruction was found to be limited. As a result, the congruency between the implementation in curriculum in transition and the intended curriculum was found to be in a state of transition

toward the intended curriculum.

**Assessment:** Compared to the intentions of the curriculum, assessment can be mentioned as the relatively most stable component among the curriculum conceptualizations in Case Resonance. Initially to say, the traditional written exams to assess the reading, writing, listening skills and the way the speaking skills were assessed were obtained through joint-examinations. Performance and project assignments as alternative assessment types also were conducted in a similar fashion by teachers and in tune with the intended curriculum. In other words, except for electronic assessment, a mixture of traditional and alternative assessment types were in use in the understanding of curriculum in transition.

Although the intended curriculum highly suggests focusing on assessing learners' speaking skills, in curriculum in transition, still, the inclination was towards a focus on vocabulary and grammatical competences of the learners. As was referred to in the quote, this was interpreted as the backwash of effect of the assessed curriculum focused curriculum implementation practices of the teachers in their previous working contexts: "In my previous school, as parents' and the administration's expectation was high scores in high school entrance exam [LGS], I still am tended to prioritize grammar and vocabulary assessment, but I know language learning is not that" (AHS T4). Despite this inclination, apparent in the analysis, awareness in building a skills-based understanding was growing as the significance of students' participation throughout the terms was given a broad emphasis in assessment. Supported by the given quote, the inclination was growing towards focusing on speaking skills:

When a student during the term takes part in drama activities which means speaking three to four minutes non-stop, I assign a good score to those students. Staggering or spelling mistakes in a conversation are not a big deal. Even grammatically they fail in the test, I support those students. (AHS T4)

In sum, compared to the types of assessment, curriculum in transition was to a great extent congruent with the intended curriculum. Regarding the focus of assessment, a growth of awareness of assessing speaking and listening skills emerged, which clued a transition towards the intended curriculum. On the other hand, about feedback resources, based on analysis, only teacher feedback was identified. As a result, curriculum in transition understanding in the scope of assessment could be construed

to be in a state of transition towards the intended curriculum.

**Disconnected Curriculum and the Intended Curriculum:** In disconnected curriculum understanding, the analysis of the intended curriculum and the semi-structured interview data indicated a deliberately deviated state of congruence compared to the intended curriculum. For instance, confession on the preference to draw the focus of the curriculum on grammatical competence and underrating the other elements of communicative competence was one of the manifestations of the deliberately deviated state of congruence. It is evident that the congruence between disconnected curriculum understanding and the intended curriculum was embodied through distinctions.

**Philosophy:** Except for the strategic administrative positive support to language teaching, in disconnected curriculum, there was a negative perception of the control mechanisms of the school administration, the student profile was found unsatisfactory, the four hours allocated for the curriculum inadequate, as was referred to in the quotes: “Students proficiency is not good,” “... They [administration] wait to catch a breach in your acts. One single fault caught and there immediately you are questioned” (AHS T5). Opposed to the view of language defined as a “vehicle for communication” in the intended curriculum (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018), language in disconnected curriculum was viewed as a lesson to be learnt. Together with the admitted unwillingness to teach, achieving the goal of the curriculum so as to “raise effective, fluent and self-directed users of English” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018), was found as impossible. Also, while the intended curriculum “intends to foster communicative competence by addressing functions and four skills of the language in an integrated way” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018) the focus in disconnected curriculum was based on grammatical competence. In contrast to the communicative, action-oriented focus of the intended curriculum, in disconnected curriculum, a segregating approach in language teaching dominated.

The concept of knowledge was based on the structural knowledge of the language. Adopting the role of being a knowledge transmitter instead of a “guide-facilitator,” in a sense, was isolating the teacher and the students from each other. As was stated in the verbatim statement:

I am a total knowledge transmitter. In other words, I do not want to transfer my own knowledge or do anything else because I only transfer as much as I need to. I cannot explain it! [S/he gasps]. I mean, I do not even want to teach what I know, that is all. (AHS T5)

The analysis indicated that “collaboration” with the leading stakeholders (learners/users, teachers, administrators, material designers) as the milestone of the intended curriculum to achieve the goal of the curriculum might have been intentionally failed on the level of the relationships between the teachers, administrators and learners. While the negative perception of the control mechanisms at school clued the failed collaboration between the teacher and the administration, the teaching act was defined as intentionally and highly teacher-centered positioning learners as isolated individuals instead of collaborators. Alongside, the intentional alternations mentioned about assessment acts of the teacher different from the other participants in Case Resonance all might be construed as the intentional failure of the goal of the curriculum.

As a result, together with the biased attitude towards students not studying at the language department who were positioned as knowledge receivers, in disconnected curriculum all indicators referred to a deliberate deviation from the purpose and the philosophy depicting a deliberately deviated picture compared to the intended curriculum and the common language teaching practices in this context.

**Content:** As was indicated in the intended curriculum, the curriculum was organized around 10 interrelated themes for each grade is based on language functions built upon the descriptors of CEFR, language skills, a limited focus on structure and explicit pronunciation activities. Based on the analysis, it was understood that there was a one-dimensional approach to the content which was focused on the grammatical competence in disconnected curriculum understanding. That is, the content understanding was defined through grammar topics excluding the other competences as was stated: “I like to teach grammar. That is all” (AHS T5). While regarding the features of the preferred instructional materials as was described in the intended curriculum the analysis did not yield any findings, in terms of the sequence of content, the textbooks were found oversimplified and the continuity of the curriculum was found imbalanced as the same grammar competence content was constantly repeating in each grade and the rest of the topics were not included into

the curriculum, as was expressed: “It got simpler and simpler..., the same thing all the time, the same thing at 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades” (AHS T5) .

In sum, the content was interpreted only through the lens of the grammar aspect of the language. The content relevant with other competences was not taken into account in building the understanding of content depicting a shift from the intended curriculum. As a result, with respect to the congruency, disconnected curriculum was deliberately deviated from the intended curriculum in the scope of the features and the sequence of the content.

**Learning Experiences:** In line with the expectations of the 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, students were expected to be engaged in collaborative, task-based and project-based language activities for developing the language skills of the learner (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018). On the basis of communicative approach, the intended curriculum strongly underlines the significance of promoting the speaking and listening skills of the learners. In doing so, the teachers are required to communicate in English at all times and make use of varied interaction types.

In contrast to the expectations of the intended curriculum, in disconnected curriculum, learning experiences were understood to be mediated through the native language, dominated by individual and/or whole class interaction types, and instruction was based on subject-centered teaching practices. That is, collaborative aspect of the curriculum was rejected and consciously not incorporated into learning experiences, and the major actor in the classroom emerged to be the teacher. Therefore, the mode of instruction was far from being learner-centered. Additionally, although the intended curriculum recommended the use of an eclectic approach in terms of the teaching methods and techniques, in disconnected curriculum there emerged an extensive and intentional utility of traditional language teaching methods and an apathetic approach to CLT methods, as was referred to in the quote: “I am very angry with this role-play thing. I feel outraged. ... Overall, they cannot do it anyway” (AHS T5). That is, there emerged an intentional preference of traditional teaching methods and techniques.

Alongside, also in contrast to the expectations of the intended curriculum, the use of technology was confined to the use of the smart board as a means to convey the

content and browsing ready-made software materials from some specific web sites. Technology was not integrated as a means to learn from, rather was only treated as a tool to exhibit the content, as can be understood from the quote of "...There is web site called "İngilizceci," I open the presentations of that site. ...Other than that I do not do anything" (AHS T5).

In sum, the description of the learning experiences revealed isolated audiences, and a fragmented instruction compared to the expectations of the curriculum. As a result, the implementation in disconnected curriculum was found to be deliberately deviated from the intended curriculum in the scope of the mode of instruction, medium of instruction, interaction types, approach to skills, teaching methods and techniques, and the role of the technology.

**Assessment:** In terms of assessment, only the written exams which aimed to assess learners' reading, writing and listening skills were commonly applied in the scope of joint-examination procedures. The analysis established the fact that in the understanding of disconnected curriculum the practice exam was not applied violating the teachers' committee decisions, as was indicated: "I did not apply a speaking exam so as not to deal with the nagging of the students and parents about why not that score but this" (AHS T5). In other words, there was no evident reference to the emphasis of speaking and listening skills or skills in general. Rather, the focus was on the grammatical competence.

Other than the traditional assessment types, while there was no reference to the use of electronic assessment types, there emerged divergent assessment practices in alternative assessment types, as well. While one performance grade was assigned based on presentations assigned in advance, different from the other practitioners in the school, the second grade for performance assessment was assigned taking the written exam scores as baseline. In other words, a performance grade was given based on another score obtained as a result of the summative assessment, as was stated: "You know! I gave a grade according to their written exam scores as we were taught when we became teachers" (AHS T5).

Opposed to the "multidimensional feedback resources" in the intended curriculum, a one-dimensional structure was encountered including only teacher feedback in the

patterns of disconnected curriculum.

To sum up, in the scope of the assessment types, focus of assessment and the feedback resources, the assessment practices also were found to be deliberately deviated to a large extent from the intended curriculum and the practices of the other practitioners in the context.

### 4.3. The State of Congruence between Curriculum Conceptualizations of Teachers and Their Practices

In this part it was aimed to shed light on the third research question: “How congruent are the curriculum conceptualizations of teachers with their practices?” The frame of findings, presented in Table 4.6, were obtained from the analysis of field notes and document artifacts (textbooks/workbooks, minutes of the teachers’ committee meeting, samples of exam papers, worksheets, and images including photographs of classrooms and instructional notes on the smart boards).

**Table 4.6**

*The State of Congruence between Teachers’ Curriculum Conceptualizations and Their Practices*

Case Dissonance Curriculum Conceptualization	State of Congruence	Practices of Teachers	State of Congruence	Case Resonance Curriculum Conceptualization
Reduced Idiosyncratic Curriculum	Full congruence	Philosophy and purpose	Full congruence	Transformative Curriculum
		Content	Full congruence	Curriculum in Transition
		Learning experiences	Full congruence	Disconnected Curriculum
		Assessment	Full congruence	Disconnected Curriculum

As demonstrated on Table 4.6, curriculum conceptualizations of the teachers’ and their practices emerged to be fully congruent which refers to the fact that, in practice the curriculum was implemented and actualized as it was conceptualized. In order to provide a holistic view regarding the congruence between curriculum conceptualizations and the practices of teachers, the findings belonging to Case Dissonance and Case Resonance were presented respectively.

#### **4.3.1. Congruence between Curriculum Conceptualizations of Teachers and Their Practices in Case Dissonance**

Based on the analysis, it was revealed that the congruence between reduced idiosyncratic curriculum conceptualization and the practices of the teachers at school level were found to be perfectly aligned. That is, the teachers were implementing the curriculum based on their own understanding and construction of what the curriculum meant for them in that specific context.

**Reduced Idiosyncratic Curriculum Conceptualization and the Teachers' Practices:** The analysis of the field notes and document artifacts depicted an overlapping picture with the processes which appeared in reduced idiosyncratic curriculum conceptualization, yet more vividly. The learning environment in most of the classes was as is presented in Figure 4.7.



**Figure 4.7** *Display of a Classroom in Case Dissonance*

As can be seen in Figure 4.7, most of the classrooms were overcrowded, the ceilings were high, light sources either out-of-order or not enough to illuminate the learning environment. The students sit in rows and any change in the seating arrangement seemed almost impossible. Additionally, the position of the smart boards was not at an appropriate distance and angle for the sight of the learners. In rectangular and



narrow classes some of the students either were too close to the board tiring the eyesight or had difficulty in following the content on the smart board due to inappropriate location of the seats. Also, in some classrooms the sound quality of the smart boards was low.

In such learning environments, it was observed that instead of regular warm-up sessions, the lesson starting procedures mainly comprised of assignment checks, informing about the activity instead of the purpose of function; and/or stimulating recall of the prior knowledge mostly based on asking and answering technique. The mode of instruction was understood to be based on subject-centered instructional practices. Deductive teaching approach was dominating the instruction, and the medium of instruction mostly was the native language. That is, the topic/structure was directly given and explained to the learners instead of leading the learners to discover and construct the knowledge on their own. The flow was continued through providing guidance and eliciting performance. Ultimately this flow was observed to be crystalized into a constantly revision-based instruction. For instance, the excerpt given belongs to an observation session based on an already covered topic:

T: First, we will revise “will future” then “be going to.” The usage of will: if we decide something at the moment of speaking, we use “will.” For example, you forgot your keys, you say “I will bring” it. When they ask what would you like to drink? You say “I will drink lemonade.” ...Visualize it as a mathematical formula. If there is one of these expressions at the beginning [showing the expressions on the board] of the sentence you will bring the first form of the verb). [All the explanation was done in Turkish]

S: [listening silently]. The lesson continued with worksheet exercises about the structures taught. (Field notes, VTAHS T2, 20.10.21/11AK)

The repetitive instruction on the same topic was observed to create a vicious circle of revisions.

As a result of the subject-centered instruction, the skills were observed to be left as sinkholes during instruction. Most of the time particularly the listening and speaking skills were skipped or reduced into a practicable level due to high proficiency of the tasks, lack of background knowledge in learners and/or technical interruptions as was referred to in the verbatim excerpt given: “T: Yes the part on the right side is a listening task, but we have to skip it as we could not open it on the smart board. Continue with the next task!” (Field notes, VTAHS T3, 13.10.21/11AY).

Reflective of the teachers' curriculum understanding in this context, the low student proficiency was observed to be a significant hindrance as it meant low readiness forcing teachers to reduce their practices. In almost all the classrooms, the analysis revealed patterns relevant to the learners' low readiness and low proficiency:

Throughout two hours the teacher revised "giving directions." At the beginning of the lesson, the teacher pushed the students to set dialogues and have a speaking activity, yet the students could not set sentences. S/he went on and on the same topic throughout two lessons. S/he repeated many times that they already covered these topics, but the students still could not respond to anything. (Field notes, VTAHS T1, 12.10.21/9D)

Alongside the low language proficiency and low readiness characteristics of the learners, most of the students were observed to be easily distracted and prejudiced against learning the English language which emerged in practice as an important aspect in preparing the conditions for a reduced idiosyncratic implementation, as can be observed in the dialogue in an in-class observation session:

On the bases of a T/F activity:

T: Read it!

S: No teacher, May I not read.

T: Okay, then I will. May be you are not able to follow from the back of the classroom. I know, you are afraid of mispronouncing, you all answer as a/b/c. But that is not what I expect. (Field notes, VTAHS T2, 06.10.21/9B)

It was observed that although the teacher did her/his best to elicit performance, students' prejudices and/or the low readiness to learn ultimately led the teacher to give up, skip particularly the skills parts reducing teaching to a more exercise-based level. Additionally, as can be understood throughout the processes presented up to now, the teacher acted as a knowledge transmitter in the class while the learners were positioned as knowledge receivers overlapping with the understanding of the teachers.

In parallel to the understanding of the teachers, during observations it was, in a sense, confirmed that the learners were interacted mechanically only for completing the exercises positioning them as the invisibles; the valued knowledge was the structural knowledge of the language; and that the language was viewed as a lesson to be learnt, as could be drawn from the field notes: "The teacher explained the structure of 'making suggestions, accepting suggestions and refusing suggestions.' Students listened as usually they do. Then exercises were completed according to the

class list in rows and the lesson was finished” (Field notes, VTAHS T2, 12.10.21/10C).

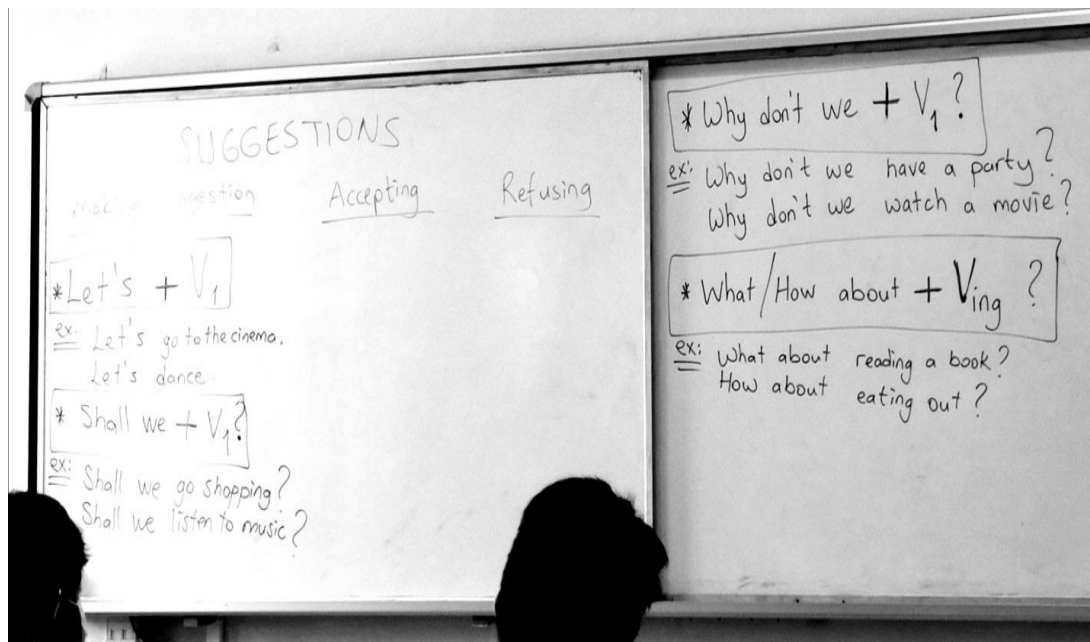
In correspondence to the teachers’ curriculum understanding, the focus of the curriculum was on grammatical competence in practice, and the highlighted speaking and listening skills were observed to be gradually disappearing as they either were eliminated or subordinated to the exercises-oriented receptive skills-based teaching practices. The rationale behind the instructions was not in effect as the instructions in the tasks were trimmed and reduced due to the low proficiency and readiness of the learners, as was supported:

The instruction was long. The teacher tried to simplify it. The instruction was “take a look at the genres given and list the ones that appeal to you; tell your friends about your choices and how they make you feel. Then share your list with your friends.” But s/he asked only which one appealed to them personally and how they felt. There was no communication among or between students in this respect. The following listening task was just listened, and the lesson continued with fill in the blanks activities on the textbook based on more grammatical competence and vocabulary knowledge; whereas the speaking follow-up instructions such as “Discuss it with your partners” were entirely skipped. At the break time, the teacher in a complaining manner said “Did you see? The higher the proficiency gets in the tasks, the less they are able to participate. Therefore I dwell on more what they can do. More or less they do better in grammar or easy vocabulary tasks.” (Field notes, VTAHS T4, 11.10.21/12BYA)

That is, except for the grammatical competence, the pillars of the communicative approach of the intended curriculum were failed on the level of discourse, sociolinguistic and strategic competences. In sum, the practices were observed to be reduced to an exercise-based level merely referring to the grammatical competence.

The analysis indicated that during all those processes, instead of methods leading to varied interaction types, mostly broad utility of fragmenting instructional and language teaching methods and techniques were employed overlapping with the curriculum understanding of the teachers. In this respect, the dominating teaching methods were observed to be mostly monologue teaching and lecturing. That is, mostly the teacher introduces the topic and students only listen, take turns (if asked) and/or take notes. Grammar Translation Method (GTM), on the other hand, emerged to be the most prevalent language teaching method used during instruction as is exemplified from teachers’ white board notes in Figure 4.8.

Accordingly as was illustrated in Figure 4.8, it was observed that instruction was mediated via native language, the emphasis was on teaching the structure and lexis of the language, every piece of information was translated into the native language; and the structures were taught by formulas mostly written on the board.



**Figure 4.8** *Grammar Translation Method Oriented Instructional Activities:  
Emphasis on the Structure*

After the introduction of the structure, performance elicitation was conducted through exercise completions, mostly based on sentence completions or finding the native language meanings of the vocabulary taught. After all, the aim of the teacher was reduced to elicit the correct structure instead of developing the language skills of the learners. As a result, learning was highly related with repetition, drills, and memorization of the structures and lexis of the language.

Additionally, giving examples, asking and answering questions and limited utility of visualization emerged as the other teaching methods and techniques employed in teaching. Other than that, it was observed that Cooperative Learning (CL) methods and techniques were rarely used. Instead, whole class or individual work interaction types were preferred most of the time over pair or group work reducing learning mostly on an individual level, as can be understood from the field notes:

There were three discussion questions about celebrations [pair-work]: “Which

celebration types are popular in your country? Do you celebrate your family member's birthdays? Which of the following do you include when you organize a party?" Students finished the part as an individual work, and the task was completed as a whole class. In the "after you view part" [pair-work] there were two discussion questions. The teacher asked the questions by simplifying. In the same fashion, individual answers were elicited, and the task was completed as a whole class. (Field notes, VTAHS T3, 06.10.2021/10D)

Regarding the utility of equipment and materials, it was observed that the smart board as an equipment was used to deliver the content rather than using it for technology mediated learning or blended learning. While the official textbook, workbooks and worksheets were the hard materials employed; the software materials in use included the interactive form of the textbook, YDS publishing interactive kit and smart sheets. Based on observations, it seemed that the same topic was revised again and again by using varied resources. Yet revising through varied resources seemed to have created an illusion of achieved learning experiences on the teachers. That is, the meaning of the use of varied materials as emerged in teachers' curriculum understanding was observed to be practiced through the use of as many materials as possible.

Additionally, based on the understanding in reduced idiosyncratic curriculum, the analysis of the field notes overlapped with respect to the incompatible level of content in the teaching materials with the language proficiency of the learners and the overloaded content particularly in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade textbooks. To be more specific, different from the other high schools, in this context the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students were allocated only two hours for general English. As a result of this situation, the analysis of the field notes indicated that the heightened curriculum coverage concerns were eliminated by migrating content into another lesson, as was expressed in an excerpt derived from the field notes,

Yes, time is short, yet the topics to be covered are too many and heavy. You will continue the topics in the other two hours in the elective English course, otherwise is not already not possible. It is not possible to cover this curriculum in two hours weekly. (Field notes, VTAHS T1, 20.10.2021/11K)

Also, the idiosyncratic selection of the content in the teaching materials was observed to be based on the tasks' practicability. That is, selection of a specific task was dependent on teachers' presumptions about the learners' being able to give answers or complete it or not. Apparent in the field notes, the teachers' own personal

perspective related to the needs of the learners emerged as a determinant in content selection as the content in the textbooks was found irrelevant with the needs of VTAHS audiences:

I am teaching these topics because they are important to know for someone to survive. There are four-five topics that I consider as important: giving and finding directions, food and beverages and shopping...these are the topics that you will need when you go somewhere and that is what I expect you to know. (Field notes, VTAHS T4, 28.09.21/9A)

The analysis also supported that the selection of the content in the teaching materials was based on this pragmatic perspective reinforced in the statement as: “That is why I particularly pick some topics or spare less time on the other” (VTAHS T4, 28.09.21/9A), which paved the way of the idiosyncrasies among teaching practices. In other words, as a result of idiosyncrasies, the sporadic outlook of the content differed from one teacher to another.

Besides, in the analysis of the field notes, constraints related to MoNE’s resource-sharing channels and in-school technical challenges emerged as factors contributing to an idiosyncratic selection of content and an understanding of reducing content into a grammar-based level. For instance, it was understood that the teachers had skipped all the listening tasks the first three weeks since they could not access the interactive form of the textbook. As a result of observations it was seen that teachers also were experiencing technical problems such as internet cuts, lack of the required software in the smart boards, and insufficient band-width. Upon encountering such mishaps, teachers were observed to go back to the print version of the instructional materials including mostly worksheets based on exercises as was observed in the dialogue and the respective image of the worksheet used:

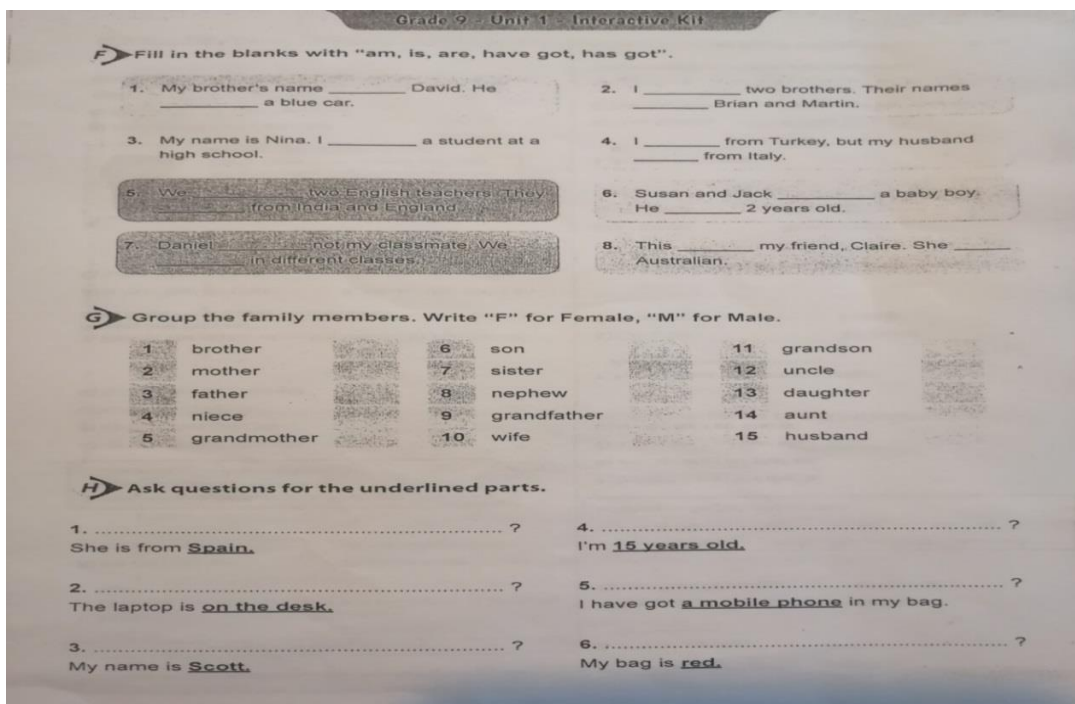
T: Is the smart board in use?

S: No teacher, it is out of order.

T: Again! Okay, we will move on with the photocopies.

The teacher called a student to hand out the photocopies. Throughout the lesson teaching was mediated via those photocopies. (Field notes, VTAHS T2, 08.11.21/9D)

As illustrated in figure 4.9, the content in the alternated instructional materials was also confirming the grammar-based understanding supporting the reduced idiosyncratic curriculum conceptualization in Case Dissonance.



**Figure 4.9** Display of a Worksheet as an Instructional Material

Moreover, it was observed that classroom management issues to varying degrees in different classrooms seemed to be contributing to reduced idiosyncratic learning experiences. The observations revealed that different teachers dealing with varied classroom management problems such as student conduct problems, disruptive behavior, violation of the school rules, irresponsibility of keeping lesson materials, and peer pressure tend to give differing emphasis to different parts in teaching, as was narrated in the field notes:

A few students were constantly disrupting the class. The teacher seemed tense and angry. 10-15 students were not interested in the lesson at all. Most of them were sleeping or were engaged in nonrelated things with the lesson. While in the first hour the teacher could not cover almost anything, in the second hour, s/he started the lesson by saying: We could not do any exercises about comparatives and superlatives. Let us have a look at the exercise photocopy I distributed.” In short, two hours were spent on revising a short part of vocabulary and fill in the blanks exercises on comparatives and superlatives. I ask myself “Where are the skills? (Field notes, VTAHS T3, 18.10.2021/9C)

In the same function and unit [in reference to the former excerpt], this teacher started the lesson according to the flow and introduced the vocabulary. There were some minor disruptions caused by student conduct problems. The teacher ceased the questions as problems emerged such as peer pressure and bullying. S/he opened the interactive kit and continued with fill in the blanks exercises.

Again, I asked myself “Where are the skills?” (Field notes, VTAHS T4, 13.10.21/9A)

As could be spotted, the emergence of classroom management problems evidently changed the direction the teachers took. Finally, the function of “talking about the location of things” was reduced to different parts of the language by different teachers and ultimately, none of the teachers could fulfill the requirement of the function.

Finally, regarding assessment, the teachers’ practices reflected a fully congruent alignment with reduced idiosyncratic understanding. The analysis of the field notes indicated an illusion of assessment. It was observed that the significance put on the written exam during the lessons indicated an understanding prioritizing traditional assessment. Spotting some parts during teaching as likely to be encountered in the written exam, in a sense, was damaging the objectivity of assessment increasing the predictability of the exam questions, as is exemplified in the excerpt:

T: If we ask this in your exam, you will bring an –ing. I am not saying we will ask it, but something like this may come up in the writing section. For example, we give two or three pictures, you have to write “I prefer this to this.” (Field notes, VTAHS T3, 20.10.21/12AK)

What was idiosyncratic at this point was that while some teachers were excessively referring to the parts to be encountered in the exam, the level of the emphasis among the others changed, as was supported in the field notes:

The teacher disrupted her/his teaching many times to spot the parts that could be encountered in the exam. S/he paused and explicitly identified parts which were of high probability to be asked in the exam. Still, the other teacher I observed did few references in this respect and the parts spotted were different (Field notes, VTAHS T1, 12.10.21/9D).

Together with the increased predictability, the fact that the exam questions were provided to learners revealed by the analysis of the field notes, evidently was a reference to the illusion of assessment regarding the traditional assessment procedures, as was supported by the excerpt: “Three teachers were talking about the exam, they were asking whether they gave the exam questions or not to students. They agreed on writing the exam questions on the board” (Field notes, VTAHS T1, T2, T3, 08.11.21).



The review of the document of the sample exam paper (see Appendix E) also can be taken as a reflection of the teachers' understandings. The twisted understanding of the teachers about skills also could be spotted on the exam paper organization as grammar and vocabulary were placed as headlines besides the main skills of reading, listening, speaking and writing. Additionally, the exam questions were heavily based on fill in the blanks exercises in line with the instruction in the classroom. Although the reading and writing parts were applied as joint exams, the listening parts were applied individually. However, based on the teachers' committee decision the speaking parts were either applied or not by teachers which reduced assessment to their idiosyncratic understanding. Even when applied, the questions provided to students can be said to end up in a pseudo-speaking assessment practice.

On the other hand, the feedback resources were reduced to the level of teacher feedback only, and the practice of providing the teacher feedback changed among the teachers idiosyncratically, as can be drawn from the excerpt:

Students started to translate. The teacher wrote students' sentences on the board by also providing feedback and correction. Meanwhile s/he also attracted students' attention to structures such as the difference between a/an; prepositions; there is-there are etc. (Field notes, VTAHS T1, 20.10.21/9D)

Additionally, the analysis revealed that performance assessment was reduced on a pseudo-performance assessment level and the way the performance scores were given changed among teachers resulting in idiosyncratic practices such as giving a score according to their participation, minus-plus numbers, keeping a photocopy file, or just on good student conduct, as is exemplified in the excerpt:

T: Yes, you keep all these photocopies in your files. You will receive a performance score from the notebook and file control at the end of the semester. I will check it. Please, do not throw them away, it is important. (Field notes, VTAHS T2, 06.10.21/9B)

Fully overlapping with reduced idiosyncratic assessment understanding, assessment was practiced more through traditional assessment procedures. The focus of assessment revolved around the pseudo assessment practices exempt from assessing speaking, and the performance assessment did not achieve its purpose. The illusion of all those assessment practices ultimately was translated into a reduced idiosyncratic understanding. As a result, in Case Dissonance, the reduced

idiosyncratic curriculum understanding was entirely mirrored in practice at school level and an overlapping practice was confirmed with the curriculum understanding of the teachers in reality.

#### **4.3.2. Congruence between Curriculum Conceptualizations of Teachers and Their Practices in Case Resonance**

The analysis indicated that transformative curriculum, curriculum in transition, and disconnected curriculum, which were the curriculum conceptualizations constructed by the teachers in Case Resonance, were perfectly aligned with the teachers' practices. In other words, the actualized curriculum at school level was observed to be the reflection of how the curriculum was conceptualized by the teachers.

**Transformative Curriculum and the Teachers' Practices:** The analysis of the observation data, teachers' practices in an overlapping manner represented how the conceptualized processes in transformative curriculum came to life in the classroom. The learning environment in Case Resonance was as was illustrated in Figure 4.10.



**Figure 4.10** *Display of a Classroom in Case Resonance*

As can be spotted in the Figure 4.10, the classrooms and the smart boards were observed to be well-equipped and sufficient for engaging learners of English in stimulating, motivating, and enjoyable learning environments. That is, the physical

conditions of the learning environment were observed to be satisfactory. Except for 9<sup>th</sup> grade classes, the number of students in all the classrooms observed was balanced in comparison to the size of the rooms, yet not sufficient for changing the seating arrangements of the learners. Therefore, the desks were in rows. The classrooms all take enough daylight, were well-lit, well-ventilated; the smart boards, cables, sockets and equipment were all in good condition and working. More importantly, it was observed that technical support was provided when a problem was encountered in the internet or the hard ware of the smart board.

Overlapping with the understanding of transformative curriculum, in such a learning environment, the flow of the lesson was observed to be dominated by learner-centered mode of instruction. The starting to the lesson procedures ranged from initiating small talk, personalizing the questions or asking and answering questions to stimulate prior knowledge learnt. The development of the lesson was observed to be carried out inductively. That is, instead of providing the knowledge directly to the learners, the learners were led to find out and construct the knowledge on their own. The topic was mostly introduced intuitively, the learners were provided guidance, and finally performance was elicited. The closing procedures mostly were based on informing about the upcoming lesson, giving assignments to be completed or reached through web 2.0 tools. During the whole flow of the lesson, overlapping with transformative curriculum understanding, the teachers somehow achieved to find paths such as asking critical questions, exposing alternative questions, and explanations pushing the learners to develop a perspective and to think critically. Thereby, as can be drawn from the field notes, the regular flow of a lesson was transformed into another level:

T: Do you think fashion hurts animals or not? How?

S: Silence. [There was no answer. The students seemed attentive].

T: Some companies, people kill animals for fashion? Or some people call killing animals a sport? They kill animals for fur, leather bags etc. Is that okay for you?

S: Nooo! [Students were alert and answered in chorus] ...”

The teacher simplified the sentence structure to help students understand the question. S/he alternated the structure to a simple question and provided alternative sayings. More importantly, it was an enhancement question and s/he made them think about a global problem. (Field notes, AHS T2, 08.10.21/11D)

The analysis indicated that most of the learners in transformative curriculum understanding were motivated, open to learn, and had satisfactory conduct which

was observed to establish a base for and facilitate the teaching practices, as was indicated in the field notes:

While the words “environmentalism” and “deal with” were described by the teacher, a student at the back sitting next to me already knew the meaning and was enthusiastic in giving examples. Two-three students were disturbing the class from time to time. Yet, the rest of the class [all] was taking notes and following the lesson. When the teacher called on them randomly to answer the questions they were doing the task given successfully. ...The flow of the lesson went smooth. After the listening task the teacher asked follow up questions about the listening content, exploited the details, and encouraged students to speak. (Field notes, AHS T2, 01.10.21/11E)

Based on the excerpt it can be said that the more the students were demanding, the more the teacher was investing time in developing students’ skills by encouraging them to speak and to think critically. In other words, the characteristics of the learners seemed significant in creating the time for the teacher to enhance and catalyze students’ learning.

The analysis also indicated that the medium of instruction was the target language and the concept of knowledge was based on knowledge for life fully overlapping with transformative curriculum understanding, as was supported by the excerpt:

A student asked the meaning of there is /there are. The teacher gave some examples and made all explanations in English. S/he used the board markers in her/his case to exemplify the phrases. S/he also gave additional examples to explain where to use the structure. (Field notes, AHS T4, 28.09.21/9D)

Overlapping with the action-oriented approach with a communicative focus as emerged in the transformative curriculum, in parallel, the analysis yielded teaching practices representing a communicative focus through the integration of the four skills. Significance of exposing the learners to the target language and encouraging learners to use the language was obviously giving direction to the in-class practices, as can be retrieved from the excerpt given:

The teacher at the beginning of the lessons plays a game with students using the word boxes which the students were assigned to study at home.

T: Now, I will choose a card. Who makes a sentence by using that word, gets plus 10 points bonus [Students understood the instruction in English: Ooo cümle kurucuz!].

T: “Documentary!” Who can give me a full sentence by using the word “documentary?”

S: Last night I watched a documentary on National Geographic.

T: What was it about?  
S: Animals.  
T: Wild animals? ... (Field notes, AHS T4, 05.10.21/9D)

In other words, the focus was on communicative competence and the learners were encouraged to develop autonomy positioning their role as autonomous active language users. While the students were playing the game they at the same time were encouraged and guided to initiate their speaking and listening skills in an integrated way which also was a translation of the teacher role as the guide-facilitator. Ultimately, it was understood that the language was viewed as a vehicle for communication supporting the students to be confident language users.

In terms of teaching methods and techniques, the teachers were observed to utilize from both conventional and contemporary teaching methods and techniques. However, the focus all the time was observed to be given to the development of the communicative competences of the learners. Games, discussion, demonstration, giving examples, asking and answering questions were all in effect yet in a contextualized manner.

Instead of directly focusing the learners' attention on the structure or giving the native language meanings; the structure and vocabulary were embedded into context such as a reading text, a case, or some example sentences, and described persistently in a contextualized way. In doing so, although students ask and answer both in the target and native language, the teachers almost all the time were observed to use the target language during instruction, as is supported by the field note excerpts reflecting a regular dialogue between the teacher and the students:

S: Teacher what does "curious" mean?  
T: Someone who is curious asks everything such as: Where were you? Who were with you? What did you talk about?  
S: Okay, "Heritage?"  
T: When elder people leave us something it is called a "heritage."  
S: Hmm, okay "miras." (Field notes, AHS T2, 04.10.21/11E)

In terms of the utility of materials and equipment, a variety of content delivery materials including both hard and soft official and supplementary types of materials were observed to be employed. The smart board, white board and mobile phones of students were the mostly utilized equipment. Although minimum technical interruptions were observed, the IT service was available and could be accessed all

the time whenever needed. All teachers could call the IT service and ask for help at any time. However, in case of a mishap, the teachers in this case were observed to be able to come up with resolutions. In these terms, the teachers were observed to be equipped with technological skills to seek for a solution such as finding software compatible with the interactive forms of the books or accessing a secondary version of an audio material to balance the proficiency of the learner and the task, which enhanced and catalyzed learning experiences contributing to the constitution of a transformative curriculum understanding. For instance, during the time of a visit, since most of the learners were not able to capture the words, the teacher was observed to immediately replace the task with a simplified version of the song “Lego House” – a listening task in the selected textbook for 9<sup>th</sup> grades. That is, the reactions of the teachers to the encountered problems were swiftly adaptive which seemed to pave the way to achieve the ends of the teaching practices.

The analysis of the field notes and document artifacts indicated a replaced and enriched selection of content in practice, overlapping with the understanding of transformative curriculum. The content of the teaching materials was observed to be compatible with the proficiency level of the learners, yet was inadequate in nourishing the language skills of the learners. Most of the content was unappealing to the interests of learners, inadequate particularly in developing the listening skills, and weak in supporting meaningful learning, as was supported by the excerpt:

I had a short conversation with the teacher at the teachers’ room to clarify my questions on my field notes. I asked her how s/he was going to send the word list to students [before the break the teacher said “You do not need to take notes, I will send you the list for vocabulary tonight” to the learners during the lesson]. In response, s/he said “I use Quizlet [a web 2.0 tool]. At 9<sup>th</sup> and 10<sup>th</sup> grades we prepare words in the form of quizzes but at 11<sup>th</sup> grades we send the words as a PDF document. ...Also during our conversation, s/he complained about the emptiness about the official textbook “it is not enough, empty,” and the workbook. In a sense she was explaining why s/he was enriching the content. (Field notes, AHS T2, 01.10.21/11E)

As a resolution to the constraints of the content in the teaching materials, it was observed that the textbook content was replaced and enriched with printed or software materials as is exemplified in Figure 4.11.

Figure 4.11 is highlighting a web 2.0 tool game prepared to reinforce students’ vocabulary development.



**Figure 4.11** *Display of a Vocabulary Game Prepared via a Web 2.0 Tool in Case Resonance*

As the content was found inadequate, most of the time the vocabulary and writing tasks were infused into self-prepared web 2.0 tool materials such as a game on Quizlet (a web 2.0 tool) or a writing assignment on Padlet (a web 2.0 tool) which were teacher practices fitting naturally into transformative curriculum understanding to catalyze and enhance student learning.


Also the self-prepared or downloaded materials of the teachers most of the time aimed to support particularly the listening and speaking skills of the learners. Figure 4.12 represents the part of a self-prepared worksheet focusing on developing the listening and speaking skills of the learners related to the 5<sup>th</sup> theme in the textbook entitled as “Back to the Past.” It was unraveled that, the teacher found the listening tasks in Theme 5 inadequate to exploit the related function and therefore developed a self-prepared task and put it into action.

Figure 4.13 represented a sample of a worksheet brought to the class to enrich and support the communicative competence relevant to Theme 2: Hobbies and Skills. Based on the analysis of the field notes, it was indicated that while the reading text about “Stephen Hawking” was satisfactory, the content for initiating authentic speaking was found weak in terms of hobbies and skills.

Memories 11 - C (Street)

1. Discuss the following questions in groups.

- Do you have photos of you when you were a kid?  
Can you remember those moments?
- Were you a good or a bad child?
- Who was your best friend in your childhood? How important was s/he for you? Do you still talk to him/her?
- Did you use to have a puppy love?
- What did you use to do for fun?  
Where did you use to go?
- Do you miss your childhood? Why (not)?



Listen and complete the lyrics.

NICKELBACK - Photograph

<p>Look at this photograph Every time I do it makes me laugh How ___ our eyes get so red? And what the hell is on Joey's head</p> <p>And this is where I _____ (grow) up I think the present owner _____ (fix) it up I never _____ (know) we'd ever _____ (go) without The second floor is hard for sneaking out</p>	<p>Remember the old arcade _____ (blow) every dollar that we ever _____ (make) The cops _____ (hate) us hangin' out They say somebody _____ (go) and _____ (burn) it down</p> <p>We _____ (use) to listen to the radio And sing along with every song we know We _____ (say) someday we'd figure out how it feels To sing to more than just the steering wheel</p>
--	--

**Figure 4.12** *Display of Supplementary Materials in Support of Listening and Speaking Skills*

In this regard, the teacher thought that the tasks based on personalization were more successful in supporting communication among learners. Therefore the worksheet sample presented in Figure 4.13 was brought and infused into the content.

30.05.2021  
11:20 / HC

LIKES AND DISLIKES  
Who is it?

Student number .....

I absolutely love .....

and I really enjoy .....

I'm crazy about .....

and I'm really into .....

I'm also keen on .....

I'm quite a good .....

but I'm not very good at .....

I don't really like .....

and I'm not interested in .....

I can't stand .....

and I hate .....

I also dislike .....

I spend a lot of time .....

I know quite a lot about .....

but I don't know anything about .....

I spend too much time .....

and not enough time .....

In the future, I would like to .....

So who am I?

**Figure 4.13** *Display of Supplementary Materials in Support of Communicative Competence*



In sum, based on the analysis of the observation data it must be underlined that a variety of materials were employed to either replace the nonfunctional content in the textbook according to the teachers for nurturing meaningful learning or to enrich the content which was thought to be insufficient to develop the language skills of the learners.

Furthermore, the role of the technology was observed to have a crucial focus at the time of instruction. The technological tools were used efficiently and technology was observed to be treated as a means to teach and learn with. For instance, reinforcing or developing vocabulary of the learners was merged with activities prepared by using web 2.0 tools. Additionally, post-learning writing activities were merged with technological tools. For writing skills students were assigned to complete the task on Padlet (a web 2.0 tool). Via incorporation of those web tools, both teacher and peer feedback could be put into effect. That is, technology and learning was merged which constitutes a contribution to the understanding of transformative curriculum.

On the other hand, instruction was rarely disrupted due to classroom management problems. Yet, even while dealing with the problems, transformative acts of the teachers seemed to function on learners' behaviors. There occurred more than three times a situation about the sexist attitude of the learners in Case Resonance. The teacher did not overlook the situation and preferred to deal with it, as is exemplified in the dialogue excerpt belonging to the field notes:

T: Now let us go for listening. But before that, among the pictures which picture did you like?

A boy student said "Teacher I did not like that [by pointing at a picture]. It is a "girl color."

A girl student sitting at the back of the class by me said "Is that not too a sexist expression?" by addressing to the boy [The girl student's voice was offended].

T: They are just colors. Boys also can like pink or red. We do not have men's colors or women's colors. Now please listen carefully [Most of the students were nodding approving the teachers' reaction. The rest of the lesson went really well]. (Field notes, AHS T2, 04.10.21/9G)

That is, the teachers' acts at that time to choose to deal with that attitude of the student seemed to create a positive vibe among the learners, and in a sense, might have contributed to catalyze students' values and learning, which is an element of transformative curriculum understanding.

The meaning of assessment in transformative curriculum understanding emerged to be more subordinated to assessing students' language skills throughout the term in practice. Although it was understood that the emphasis was on assessing learners' skills through their performance, the traditional assessment practices referring to the written exam which is joint examination also was based on assessing skills (see Appendix F). The organization of the exam paper properly reflects an emphasis on skills as defined and expected in the intended curriculum. In line with the instruction in the classroom, the organization of the assessment questions seems to be based on using the language functionally. The significance put on skills assessment also was observed in the parts of language the attention of the learners was drawn to in teaching practices which were emphasized in the intended curriculum. For instance, as can be seen in the excerpt, the phonetics parts were practically exploited and incorporated in teaching practices as a whole:

The teacher moved onto another activity. S/he wrote the words in the phonetic alphabet and the students tried to guess the words. For each word, the teacher asked different students to come to the board and write the equivalent word onto the board.

T: So we revised phonetics. You know I can ask it in the exam...Even not, you should know phonetics. (Field notes, AHS T1, 01.10.21/11F)

Additionally, what was observed to be transformed in practice was more around performance assessment. Initially, for assessing the learners' performances, a presentation was required, criteria were announced in advance and the steps in preparing the presentations were clearly discussed together with the learners. In these terms the topics were selected by the students themselves bestowing the learners to practice their own decision which provides a transformative base on behalf of the learners. The following transformative initiations were observed in the explanations of the teacher regarding the procedures and rules to be followed. It was understood that the learners also were going to be assigned a speaking score out of the presentations to be done. In other words, performance assessment and assessing speaking which is a part of the written exam were merged and embedded in a more meaningful context. Among the rules underlined were the use of technology and varied web 2.0 tools which were strongly emphasized. In other words, the assessment act also seemed to have an aim to support and develop the technological knowledge and skills of the learners. In short, what was expected seemed to prepare

learners as professional communicators, as can partially be drawn from the excerpt:

The students seemed excited. Before the teacher came to the classroom, most of them downloaded their presentation PPTs on the smart board. Most of them were practicing their notes loudly. There was an electric buzz in the classroom. As a precaution the teacher also had asked learners to send their presentations to her/his e-mail. The teacher took her/his rubric and sat at the back row of the classroom. Presentations started. The teacher stopped the presentations from time to time and asked spontaneous questions. Students also asked a few questions to their presenter peers. Each presentation lasted five to seven minutes and at the end of the presentations the teacher provided feedback to learners. The feedback provided ranged from the use of technology to the body language of the presenter, but mostly was in an encouraging manner. (Field notes, AHS T1, 23.11.2021)

What was observed was a multi-layered performance assessment based on promoting learners' speaking skills, technological skills, critical thinking skills, and developing the attitude and conduct of behavior for the future professional life which was strongly overlapping with transformative curriculum understanding and taking performance assessment on to another level.

As a result, the practices of teachers in Case Resonance were observed to be fully and strongly congruent with transformative curriculum understanding.

**Curriculum in Transition and the Teachers' Practices:** The analysis of the observation data revealed that the teachers' practices were fully overlapping with the understanding of curriculum in transition. To begin with, the mode of instruction was observed to shift between learner-centered and subject-centered instruction as it emerged in curriculum in transition understanding. Starting the lesson procedures included warm-ups in small talks or question and answers stimulating recall of previously learnt topics or games leading to small talk that can be mentioned to carry learner-centered instruction elements. In the development of the lesson, the teachers were observed to be in close contact with the textbook during the lesson. The topic was introduced through tasks shifting between the native and target language as medium of instruction; and grammar was sometimes delivered deductively which can be mentioned as an element representing subject-centered instruction, as the field notes supported:

T: What is the plural form mouse/woman/person?

S: Mouses?

T: No, it is irregular. Düzensiz [irregular]! So “mouse” is “mice,” okay! (Field notes, AHS T3, 11.10.21)

Learners were provided guidance when needed and performance was elicited mostly through answering and completing the exercises or follow-up questions, as was noted in the excerpt:

T: Now work in pairs [with desk mates] and ask your friends about their summer plans. [A short pause]...of course you are going to go somewhere. For example where will you go Ersin?

B: To Kerpe [a local destination in Marmara Region].

T: What will you do there?

B: Swimming.

T: Yes Burcu?

B: I am going to go to Uludağ [a popular winter holiday destination] and take some pictures.

T: Yes. Thank you. (Field notes, AHS T3, 05.10.21/10C)

In sum, the mode of instruction included transitioning signs from both learner-centered and subject-centered instruction, the medium of instruction was based on an alternated use of the target and native language, and the interaction types included both individual and pair-work overlapping with the concepts as were revealed in curriculum in transition understanding.

Parallel to the findings belonging to the patterns of curriculum in transition understanding, although there was a growing awareness of the significance of the communicative focus, the teachers’ practices reflected limited exposure to the target language and limited stimulation to speak the language. As can be derived from the field notes most of the time the tasks supporting the communicative competence such as “Discussion Time,” “After You Read,” and “After You Listen” were not exploited sufficiently to develop the learners’ competences or were just skipped:

T: “Work with a partner. Make plans for the weekend and act out a conversation. You can use the information below you can add your own ideas” [Instruction in Speaking 2, p. 30, textbook].

Giving the instruction, the teacher allocated time to students for the task completion. S/he walked through the desks and provided help when students needed. Yet, the activity was not completed. Students made the plans, and took notes on their workbooks but the teacher went on with the next task. A group of students sighed and mumbled among each other showing discontent: “But we worked so hard!” The next lesson, most of the tasks requiring group work and role play were skipped, as well. (Field notes, AHS T3, 26.10.21/10C)

In other words, the focus was observed to shift between communicative and grammar competences. This dual situation also was reflective of the concept of knowledge which reflected a dichotomy between knowledge for life and structural knowledge of the language. Besides, although the students were provided guidance when they needed during the task, in reality there was an alternated role of the teacher shifting between being a guide-facilitator and a knowledge transmitter. Moreover, although the learners were seen to be active in this task, the reality reflected an alternated role of the learners shifting between being active language users and being knowledge receivers which were transitioning signs in this understanding. As was supported by the excerpt, the observations also revealed samples of direct knowledge transmission role for the teachers and knowledge receiver role for the learners:

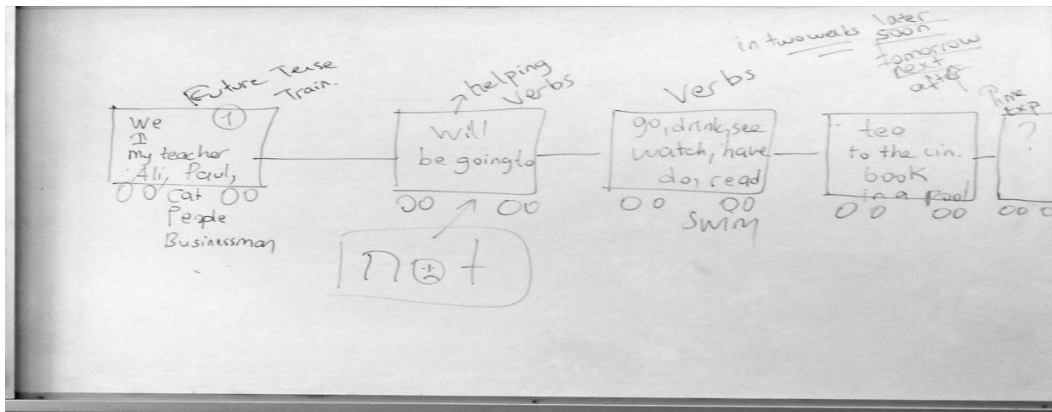
The teacher opened a file on the smart board including example sentences related to “will future” and “be going to,” and made a short explanation about the structures. Students silently took their notes. After students finished taking notes, the teacher assigned volunteered students to choose the correct options. At each question, s/he asked why they chose that structure [will or be going to] and required them to explain in their mother tongue. (Field notes, AHS T3, 30.09.21/10C)

Besides, the analysis of the observation data also exhibited utility of a relatively limited variety of teaching methods and techniques. Giving examples, explanation, asking and answering questions, and limited use of CL methods was observed to be in effect including pair-work. The teachers put a lot effort in exploiting the communicative tasks, yet sometimes the tasks were left half or incomplete, which were understood to be the transitioning signs and efforts of the teachers. The transitioning signs were observed also in teaching grammar, as was noted:

The teacher gave the structure inductively by giving lots of example sentences and by using asking and answering questions technique. Still, the teacher seemed not comfortable as if s/he wanted to make sure that the students learnt what s/he was teaching. S/he wrote the parts of structure in formula, but still did not leave it as it was. S/he framed the parts of language into rectangles, presented and explained it as the “Future Tense Train” trying to make sure that the students got the logic in her/his train simile. (Field notes, AHS T4, 06.10.21)

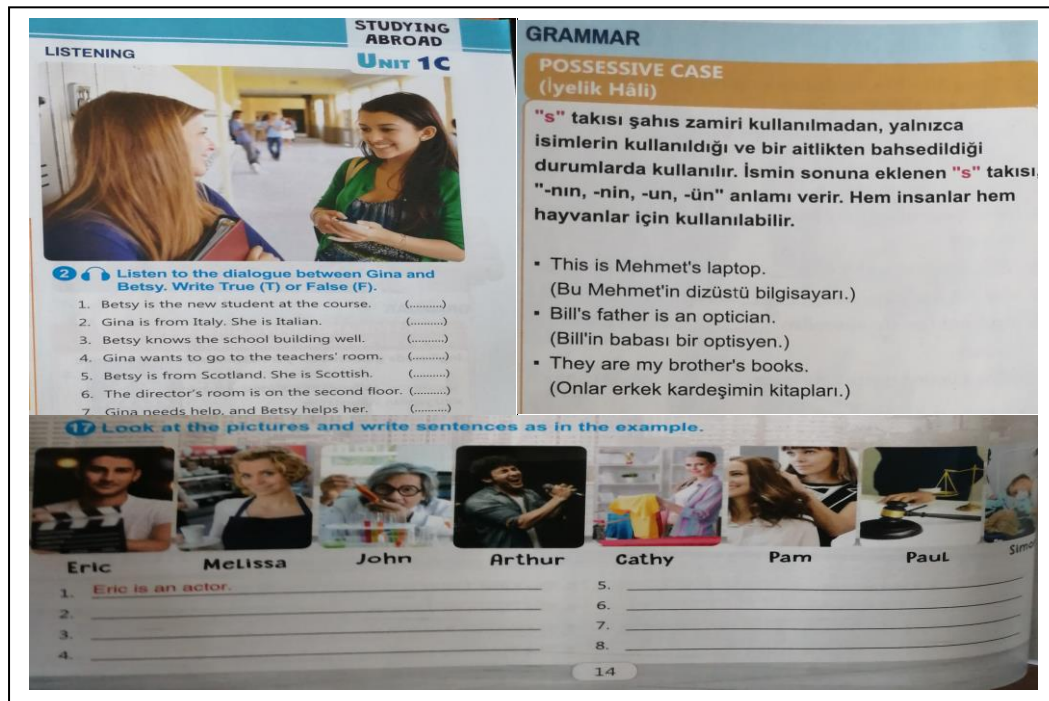
In other words, even when trying their best to teach grammar in a contextualized manner, the teachers were observed to feel comfortable finally giving the structure written on the board. What was observed to be transitioning was reflected in the

effort not to leave it as just a formula, but trying to give a meaning to that structure to make it meaningful for the learners, as was partially illustrated in the Future Tense Train simile in Figure 4.14. Following the particular effort in teaching the structure of the language in a contextual manner, the ultimate touch was observed to be done by closing to the conventional methods.



**Figure 4.14** The Simile of “Future Tense Train” in Teaching Grammar

On the other hand, limited use of equipment and materials was observed. Alongside the official textbook, an additional selected textbook -More & More- was observed to be used in 9<sup>th</sup> grades as can be seen in the sample pages provided in Figure 4.15.



**Figure 4.15** Display of Sample Pages of the Selected Textbook: More & More

Based on the review of the content of the selected textbook from which sample pages were given in Figure 4.15, it was observed that despite the much better layout, design and print, the content was more structure-based and included less communicative tasks compared to the official textbooks. More importantly, native language explanations of grammar were given which was in stark contrast with the intentions of the curriculum.

The vocabulary of the units was given at the first page with native language meanings and the speaking activities were sparse. On the other hand, the smart board and white board were observed to be the major utilized equipment. Yet, the role of technology in instructional practices was seen to be relatively limited since the smart board was used only as a means of content delivery.

It can be said that there was a growing orientation to the content of the materials used which still was incomplete. That is, the teachers were observed to be in a discovery period of the content of the teaching materials. They were observed to be experimenting what works or not in the classroom, the learners' interest, and the adolescents' tastes of content. Compared to the accurate decisions of the teachers in transformative curriculum understanding about content selection, preparation and exploitation, the teachers in curriculum in transition understanding were observed to feel less secure and accurate.

Finally, the analysis established that there was a growing orientation to the assessment procedures in this context with regard to the written exam and performance assessment procedures, and the practices of teachers were mostly consistent. As for the feedback resources teacher and peer feedback resources were employed, yet e-assessment tools were still not on the scene of the classroom.

To sum up, the analysis of the field notes depicted an overlapping picture of the teachers' practices with the understanding of curriculum in transition. In other words, the teachers' practices were gradually approximating to the rationale of the intended and the transformative understanding in Case Resonance.

**Disconnected Curriculum and the Teachers' Practices:** The analysis revealed that the teacher practices and the disconnected curriculum understanding were highly congruent, proving that the curriculum was put into effect as it was conceptualized.

The starting procedures to the lesson were comprised of asking the students about what was covered the previous lesson, and informing learners about the new grammar topic to be learnt or just by giving the page number instead of referring to the functions of the language. The development of the lesson was observed to be based on teaching vocabulary and grammar. The flow proceeded from introducing the vocabulary/grammar topic to directly eliciting performance through exercises. During teaching except for the instructions in the textbook, the medium of instruction was the native language. The other tasks based on communication were either covered as individually completed exercises or entirely were skipped. Finally, the closing procedures were based on giving assignments. Obviously the flow followed each lesson to a great extent depicted a subject-centered mode of instruction, as partially can be drawn from the excerpt:

The teacher greeted students and took attendance. Meanwhile s/he said that they were going to start the 3<sup>rd</sup> unit today: Legendary figures. As usual, when they start a new unit, s/he called on a student to read the new vocabulary list aloud on the first page which is in Turkish. In the following, on the first page there was a matching activity and answer the questions tasks. S/he allocated time to students to finish the tasks. Then as usually they do, the teacher read the questions/task leads one by one, and student gave answers. During this time, the teacher rarely raised her/his head, only following the textbook, and reading the questions one by one. The answers were given in chorus as a whole class or by volunteers. (Field notes, AHS T5, 15.10.21/10H)

According to the analysis of the observation data, it was observed that the communicative aspects in teaching practices were almost entirely skipped. It was revealed that other than the grammatical competence, the discourse, socio-linguistic, and strategic competences were underrated. As was supported by the reflective notes, while the rest of the competences constituting communicative competence were underrated, an obvious emphasis was given to grammatical competence: "...Grammar was extensively given the largest share while the listening and speaking parts were covered in a mechanic fashion in the mode of asking and answering questions, completion of exercises and as individual tasks" (Field notes, AHS T5, 11.10.21/10G). In this regard it appeared that the concept of knowledge was based the structural knowledge of the language which is reflective of the understanding of disconnected curriculum.

Also, overlapping with disconnected curriculum understanding, it was understood



that there was a lack of stimulation to speak and low exposure to the target language (almost none). The analysis of the field notes also revealed that in practice also, knowledge transmission was adopted as the teacher role; the learners were treated as knowledge receivers, and English was viewed as a lesson to be learnt, as was reflected in the field notes:

The teacher just did whatever the instructions required in the textbook [selected] they were using. ...Mostly native language instruction was used. The level of interaction with students was quite low. The teacher just was following the book and most of the time acting like an answer key. S/he seemed as if s/he did not care whether students understood or not as s/he did not ask this question to students at all. Interestingly s/he was reading the questions, paragraphs very fast, some students were not able to follow or take notes, but they hesitated to say or ask anything to her/him. They just listened. (Field notes, AHS T5, 07.10.21/10G)

That is, the analysis of the observations confirmed that the teacher practices in the classroom were based on a disconnection axis between the teacher and the learners. It was seen that the interaction between those two major audiences was quite low, and grammatical competence was presented in a separated manner independent from the other competences.

While lack of a variety of teaching materials and adherence to the textbook or the selected textbook (in 9<sup>th</sup> grades) were observed, smart board and white board were identified as the major equipment utilized.

Additionally, the use of technology was observed to be confined to the use of the smart board just as a means to deliver the content. It must be mentioned that, during the whole time spent in the field the only resource to reach clues about the content was the textbooks used. Other than that the most remarkable finding in teachers' practices in disconnected curriculum understanding was about the deliberate exclusion of some content. The content in speaking tasks relevant with the communicative competence including role-plays and acting outs, tasks requiring to be conducted based on varied interaction types such as pair work or group work were observed to be entirely skipped, as was supported by the field notes "...the teacher either superficially covered the content in speaking tasks or entirely skipped it based on her/his individual decisions. 'I do not want to do that, it is ridiculous and nonsense'" (Field notes, AHS T5, 11.10.21/10G).

Frequent use of translation, giving the structures of the language in written formulas, teaching vocabulary in lists, and little or no attention to pronunciation were the most frequent patterns observed. Additionally, the order of the tasks was seen to be flipped distorting the rationale behind the steps to be followed to establish a communicative focus, action-oriented implementation through task-based and skills-based orientation. In terms of the teaching methods, expository teaching, DI, and GTM as a language teaching method were observed to be prevalent during instruction, as partially could be drawn from the excerpt:

The teacher wrote the formula of past continuous forms on the board and left it just like that without any explanation [while + past continuous, simple past/past continuous. When + simple past; simple past, past continuous].

T: Both “when” and “while” mean “-iken.” [Giving the meaning of “when/while” in the native language]

S: Teacher, what does “crush” mean?

T: To have an accident...

T: Do not talk. Open your books. We are starting the 3<sup>rd</sup> unit. I gave the grammar first. Yes, open More & More. We covered the vocabulary of unit 3, did we not? Where are we now? Okay, we will do listening now. Yes listen, page 43 [The whole conversation originally was in Turkish. Instruction was observed to be thoroughly mediated via GTM]. (Field notes, AHS T5, 21.10.21/10H)

Finally, the analysis indicated that except for the joint written exam conducted by the teachers’ committee for reading, writing, and listening skills, practices in terms of assessing the speaking skills were distinctly fragmented from the joint practices of the other teachers in this context. To be more specific, all students were given the same full score which created biased results. Other than the traditional assessment no clues were observed related to alternative and e-assessment tools or procedures during observations. Additionally, the only feedback resource was observed to be teacher feedback during the instruction.

Ultimately, it can be concluded that the teacher practices at school level were perfectly aligned with concepts revealed in disconnected curriculum understanding.

#### **4.4. Impacts of Covid19 Pandemic on Curriculum Implementation in Case Resonance and Case Dissonance**

The pandemic as a global phenomenon directly or indirectly has exerted its effects in shaping and giving direction to almost all the systems in education. Curriculum in

the extremely dynamic system of education during the pandemic also was found to have its share. In this term, through the answers to sub-research questions searching for the “congruency between the teachers’ practices during ERT and the intended curriculum” and the “post-pandemic insights on curriculum implementation” respectively, answers were sought for the fourth research question: “What is the impact of Covid19 pandemic on curriculum implementation?” The answer to this research question was explored mainly through analysis of the interview data. Review of the document of the intended curriculum had a complementary role.

Since commonalities of teacher experiences emerged to dominate the analysis, the findings belonging to both cases were presented together by providing clarifications and details related to the similarities and distinctions found out.

#### **4.4.1. Congruency between the Teachers’ Practices during Emergency Remote Teaching (ERT) and the Intended Curriculum**

Congruency between the teachers’ practices during ERT and the intended curriculum was explored through the review of the intended curriculum and the interview data analysis; and was found to rise upon four categories: “the state of the philosophy and purpose,” “the state of the content,” “the state of implementation” and “the pandemic as a drawback on assessment practices.”

Congruency between the teachers’ practices during ERT and the intended curriculum in terms of the philosophy and purpose, depending on the review of the intended curriculum was presented in the frame of the goal, focus of the curriculum, view of language, concept of knowledge, and roles of the teacher and learners.

While the state of content was presented in the scope of the features of instructional materials and sequence of the content; the state of implementation was reported in the frame of the mode of instruction, interaction types, approach to skills, use of equipment and materials, teaching methods/techniques, and role of the technology. Ultimately, the pandemic as a drawback on assessment practices was presented within the boundaries of types of assessment and feedback resources.

**The State of the Philosophy and Purpose:** According to the analysis derived from

the data, it was understood that the pandemic had a negative impact on the curriculum approach due to technical restrictions the instructional platform posed upon teachers and students in both Case Resonance and Case Dissonance. As was asserted, it was not possible to reflect upon the communicative and action-oriented approach of the intended curriculum:

In our school, it cannot be achieved even in face-to-face education, how it can be there [distance education]! There is no such thing as speaking at the same time. You are waiting, voice of the student is sometimes coming, sometimes it is cut off... (VTAHS T2)

As was directly quoted from the intended curriculum, “the main goal of the intended curriculum so as to engage learners of English in stimulating, motivating, and enjoyable learning environments so that they become effective, fluent, and self-directed users of English” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 4) failed during ERT as the lessons could not be covered interactively, the learners were positioned as knowledge receivers and the teachers as knowledge transmitters:

I think it failed to reach its purpose during the pandemic period. Because the thing we call “lesson” has to be interactive. ...I do not remember any time so we had a lesson in constant interaction. For 30 minutes, I was just talking; I barely got a few responses. (AHS T2)

Thereby, as can be retrieved from the quote of “We tried to give the objectives the most simplified way. ...” (VTAHS T2), it was understood that the intention “to foster communicative competence by addressing functions and four skills in an integrated way” was replaced with what could be achieved under the circumstances only through lecturing and that the concept of knowledge was more on the area of the structure of the language. Also, the quotation provides a reference regarding the view of language during ERT as a lesson to be taught and learnt opposing to the concept in the intended curriculum maintained as a “vehicle for communication” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018).

As a result, it can be concluded that for both cases the teachers’ practices during ERT were found to be weakly congruent with the philosophy and purpose of the intended curriculum in the scope of the view of language, goal of the curriculum, focus of the curriculum, the concept of knowledge, and roles of the learner and teacher.

**The State of the Content:** Although to a limited extent, regarding the features of the

content stated as “attractive in presentation, authentic in content/use, culturally sensitive, unbiased toward learners’/others’ cultures/genders (Tomlinson, 1998), and multisensory in design” (9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018, p. 14) in the intended curriculum, references were found only in relation to the presentation of the content.

The content of z-books employed during ERT was found not attractive in presentation, as could be retrieved from the verbatim quote:

Not about finding materials, but about the z-book itself difficulties were there. It is not user-friendly. This became even more evident during the pandemic. Also it is not good enough in terms of appropriate visuals or demonstrating something with graphics. (AHS T2)

Accordingly for a “multisensory in design” position, there was a call for the interactive versions of the textbooks stated as “At least the books should have been accessible via smart board applications in order to save time for the teacher. Then I would have had extra time left to focus on the skills more” (AHS T2). During the pandemic the attention of the teachers emerged to be more on what could be transmitted as content instead of the features or content organization dimensions, as was supported by the statement “...You cannot cover the textbook via distance education. We just covered the main title, topics, exercises, words, -again mainly words, and the videos we downloaded” (VTAHS T2).

During the pandemic, conveying the content was found feasible. In this respect, as was stated, the technical support of the school emerged as a facilitating factor in both cases: “...Our infrastructure was good in terms of technology, that is, the school’s system, they arranged classes over Zoom” (AHS T4). In Case Dissonance, on the other hand, the positive impact of ERT on content delivery in terms of time and variety was referred to as:

...different from classroom instruction, focusing our time and energy on the lesson helped us to benefit more from the book. But in order to break the monotony of the virtual environment, we also benefited from many things, including visuals and videos. (VTAHS T4)

That is, the more time spared, the better use of the textbooks was experienced alongside the accessibility to a variety of software materials.

As a result, although ERT yielded advantages in terms of feasibility and variety in content, as a concept, teacher practices during ERT represented low congruency with the content of the intended curriculum with respect to the features and the sequence of content.

**The State of Learning Experiences:** Although teachers reported increased use of technological tools, the use of a variety of teaching methods, interaction types, approach to skills and role of technology seemed to have been influenced negatively during the pandemic. Regarding the use of a variety of teaching methods lack of Communicative Language Teaching (CLT) method and Cooperative Learning (CL) method emerged to be a challenging impediment in learning experiences. Accordingly, the interaction types different from the expectations of the intended curriculum was restricted to individual only which alongside meant lack of speaking and listening skills focus and lost positive peer effect on learning as was emphasized:

Definitely, it [teaching] progressed more individually. When we gave a group work before the pandemic, we used to monitor them in the class but ...it was difficult to monitor it online in the pandemic. That was why I could not really apply group-work or pair-work, I cannot lie. The students did their tasks individually. It limited me in that sense. (AHS T1)

Instead of the learner-centered teaching practices expectations of the intended curriculum based on interaction and communication, subject-centered mechanical teaching practices were found to be in effect during ERT in the learning experiences, as could be drawn from the quote: "...the lessons were 30 minutes. You just lecture. We ask the questions on the book. If the students understand they answer, if not we could not force them and therefore had to continue" (AHS T3). As was stated, this was mainly construed due to the cameras-off policy which resulted in changeable attendance rates, lack of knowledge about students, low motivation of learners, and failed student-teacher rapport:

One or two students attended, sometimes not at all. ...at least you can check whether they learn when you are face-to-face. They did not turn on their cameras, we were not allowed to, either. But, even in this way, [face-to-face education] it is difficult to get anything from the students. (VTAHS T2)

On the other hand, while in contrast none was reported in Case Resonance, in Case Dissonance the digital divide caused by technical problems among learners was indicated as an impediment, as was supported "Since the student did not have access

to the internet, we did not force them, frankly to say, we could not do that. If those tablets were also distributed, maybe it would have been better” (VTAHS T4). Lack of internet infrastructure in the areas the students lived, tablets, computers; quality of internet connection and infeasibility of the EIN (Education Information Network, [in Turkish EBA]) emerged as the most emphasized hindrances in implementation regarding the use of teaching and learning materials. In short, lack of the main equipment such as tablets and mobile phones, devices created an impasse to reach out to the teaching and learning materials for the learners.

The only advantage stated by one of the teachers in Case Dissonance was the reduced effect of the external stimuli which might have alleviated the classroom management problems in digital classrooms and thereby enabled uninterrupted flow of the lessons, as was stated:

If the student were motivated...we, although rare, had very good lessons, we achieved the objectives fast and well without dealing with any problems. Maybe that was because we got rid of our handicaps in face-to-face education: classroom management, the focus on fussy students. (VTAHS T4)

As a result, except for the increased use of technological instructional tools, teacher practices of implementation in the scope of the mode of instruction, interaction types, use of teaching and learning materials, approach to skills, teaching methods and techniques painted a non-corresponding picture with the intended curriculum.

**The Pandemic as a Drawback on Assessment Practices:** Based on the analysis drawn from the interview data of both cases, it was seen that the negative impact of assessment policies followed by MoNE on teaching practices was referred to as the main undermining factor in education. The indecisive assessment policies were reported to lead to lower rates of attendance, fake attendees, and deliberate non-attendance; decrease in student motivation and engagement in the lesson, and lack of parental support, as was supported by the quote:

No assessment was applied! The ministry could not assess it [learning] either, you know, it could not offer us anything about it. They canceled the exams. Tell me, if the child thinks that s/he has passed the course, would s/he attend? Of course s/he did not. They thought that they would pass the courses in any way. (VTAHS T2)

The analysis also revealed that both the traditional and alternative types of

assessment in both cases failed due to the indecisive assessment approach of MoNE. The practices did not achieve their ends and were left incomplete, as was referred to in the quote:

In other words, we were greatly influenced by the decisions of MoNE. I just gave the performance assignments when the pandemic started... It went well, students were getting ready to submit, but then, the first semester GPAs were announced to be in effect by the ministry. Exams were cancelled and so on. I cannot say that we went through an evaluation process [the teacher hysterically laughed] that I do not want to remember much. (AHS T1)

Furthermore, as could be retrieved from the statement, since the cameras were turned off, lack of monitoring mimics and gestures led to the collapse of feedback mechanisms which resulted in a pending uncertainty about the learning outcomes. Therefore, opposed to the multidimensional feedback resources in the intended curriculum, only teachers remained as the feedback resources:

...Cameras turned-off! When there is no image, the child is already disconnected or very prone to disconnection, distraction. ... Is the student really listening to me right now? Did he understand what I said? Because we cannot see them! Since there is no eye contact, feedback! ... It made me always have the question in my head if they learnt or not. (AHS T1)

As a result, there was not any congruency between the teacher practices and the intended curriculum regarding assessment as no assessment practices were in effect during ERT, in the scope of the types of assessment and feedback resources.

#### **4.4.2. Post-Pandemic Insights on Curriculum Implementation**

Based on the analysis of the interview data, it was unearthed that, although to different degrees, direct or indirect, there emerged post-pandemic effects on curriculum implementation. The breadth and depth of the experiences seemed to have determined the experiences went through as “after effects on implementation,” and a state of “rethinking of the curriculum.”

**After Effects on Implementation:** Upon being asked about how the pandemic exerted its impact on them as teachers and their practices, two of the participants out of nine reported a negative impact on teacher readiness to teach, recessed organization skills, procrastination in preparing for the lesson and slow adaptation to face-to-face education as was stated: “Maybe I have gotten into a mess with this



pandemic. If I reflect on myself as of this September: I think I am in a mess! I do not think I started very well this year” (VTAHS T3).

Learning experiences were reported to be more effective and feasible in face-to-face education with the learners who attended during ERT and participated into the lessons. On the other hand, academic loss and decreased self-confidence in the learners who did/could not attend the lessons constituted a serious impediment as an after effect on learning experiences. As was supported by the quote, the learners who participated to the lessons were found more confident, engaged, and doing well in the class while the nonparticipants remained disconnected in the lessons:

I can clearly see how hard it was for students who were absent during the pandemic. Because after not using English for one year and being disconnected from English, their self-confidence has dropped a lot this year! The ones who attended are more successful and able to participate very well. (AHS T1)

Besides, increased use of interactive forms of materials emerged as an after effect, while the print versions were preferred instead before the pandemic. In this respect, a shift in the nature of the use of materials could be claimed as an after effect on learning experiences as could be drawn from the quote:

... Before, internet connection was always a problem. However, now it has become much easier to connect to the internet, reach a website and present the materials after the pandemic. ...I still use those interactive textbooks I used during the pandemic.” (AHS T5)

Despite to differing degrees in both cases, the analysis revealed growth in knowledge about technology tools and extended use of web 2.0 tools, increased interest in developing e-Twinning projects, and professional development endeavor in teachers, as supported by the statements: “After the pandemic it has become much easier to reach materials online, present them to students” (VTAHS T2); and “I had a lot of time. I filled that space with webinars and tutorials because it was a stressful time, and I needed to turn my energies into something else” (AHS T1). So it can be claimed that the role of the technology, although to differing degrees, has changed.

In short, the pandemic as negative after effects could be claimed to have resulted in a negative impact on teacher readiness to teach, organization skills and procrastination; academic loss and decreased self-confidence in learners. On the other hand, as positive after-effects, the pandemic might have paved the way for the use of

interactive teaching and learning materials in face to face education, and growth in technological knowledge in teachers. In this respect, the analysis of the data revealed a gradual transition to the infusion of technology tools into assessment in one of the participants after the pandemic. The utility of technological tools in assessing learners' writing skills through Padlet (web 2.0 tool), and monitoring learners' vocabulary development through Quizlet, were reported as the gains attained during the pandemic, as was expressed in the quote:

My other performance assignments - writing assignments are recorded in Padlet. I put them into a list. I see who did what. Apart from that, if I sent a Kahoot game homework, there is the reader board. They have written their names there anyway, I take it from there. I cannot say that it is statistically accurate, but is actually something I want to do as my short-term goal. (AHS T1)

Ultimately, the experiences went through during the pandemic were understood to bring this teacher to a final position which was seen to be “planning technology-mediated performance assessment.” The analysis revealed that the teacher was pursuing ways for evidence-based performance assessment.

**Rethinking of the Curriculum:** The analysis construed acts of rethinking of the curriculum only in two of the teachers' interview data. As a result of the experiences during ERT and the reflections on the positive after effect implications on teaching practices, the analysis yielded that the teachers were in a position where the practicability of the current face-to-face education system was inquired. Regarding this finding, it was found out that the new schemas growing in the teachers' mindsets was referring to a technologically enhanced curriculum combining face-to-face with online education. According to the thoughts of the teachers, the needs changed and some of the fixated thoughts had to be changed to keep up with the pace of the world education systems:

What I now see as inevitable about the program: I believe that we should support this program not only with face-to-face education, but also with online education. ... I think it is too much for a student to spend eight hours at school. I mean ... I could do three hours face-to-face and one hour distance learning, or two hours face-to-face and two hours distance learning. In other words, while I can do some things online, spending that time in the classroom at school does not make much sense to me, it does not feel practical. (AHS T1)

Finally, hints of a possibility of implementing a hybrid language teaching curriculum was indicated. The long hours spent in the school building were found unfair to the

child and against developing life skills. There was recognition of some elements which could be covered online and be more efficient. Therefore, there was a need to rethink the curriculum as a whole including the lesson hours spent at school.

#### **4.5. Overall Summary of the Findings**

As an answer to the first research question aiming to reveal how the teachers conceptualized curriculum, four different curriculum conceptualizations were unfolded in the findings through the analysis of the interview data. First of all, revealed through the components of curriculum illustrating the construction of reduced understanding of the purpose of the curriculum, content, learning experiences, and an illusion of assessment, the teachers' curriculum understanding in Case Dissonance represented a **reduced idiosyncratic curriculum** conceptualization. Based on the teacher(s)' own decisions, this understanding entails a reduction in the curriculum elements to lessen the cognitive load and is represented by idiosyncrasies on two layers: on the level of the intended curriculum and curriculum implementation practices among the teachers. For instance, two teachers acting upon their own decisions reduce the objective to a level they believe is appropriate for the learners instead of the objective as it is in the intended curriculum and yet can claim that they achieved the objective. In the following, to achieve the reduced version of the objective in their minds, while one can focus on teaching vocabulary, the other can skip it and instead move on to teaching grammar. Reduced idiosyncratic curriculum is not preplanned and typically carried out on the spot during teaching. Teachers, in this understanding were found to have a twisted concept of knowledge and role of the teacher and learner.

The teaching and learning practices in this type of curriculum understanding, emerged to be mostly subject-centered in which the teacher acts as the authority figure, adheres to the textbook, insists on students' taking notes, and adopts traditional language teaching methods. As a medium of instruction, a fading persistence in using the target language was found which was gradually replaced with target language instruction. The main focus of the teachers was on teaching grammar and particularly the highlighted skills were left as sinkholes during instruction. Additionally, an illusion of assessment was detected as the assessment of

speaking, performance and project assessment did not reach the ends aimed. While for speaking skills assessment, either the questions were provided to the learners in advance or spotted during the lesson, the focus of performance and project assessment was on an end product instead of monitoring and assessing the process. Varied reasons were identified that could be pinpointing the patterns of this curriculum understanding. Basically, the most emergent causes referred to were seen to have evolved around the inhibitive learner characteristics and unrecognized realities of VTAHS at the ministerial level. The “top-down one size fits all” curriculum approach of MoNE compared to the shorter academic calendar, lower weekly hours, and most importantly the low proficiency level and academic orientations of the learners in this context emerged as the most prominent factors creating the bases for this understanding. Alongside, lack of resources, technological barriers (e.g., low band-width of the internet, lack of software), pretended administrative support, low professional collegiality, and lack of rewarding mechanisms were the other significant reasons indicated. In sum, resultant of these reasons, the incompatible intensive/heavy objectives and the overloaded content of the intended curriculum were trimmed or skipped (excluded); learning experiences were teacher centric, grammar-based and idiosyncratic; and assessment practices simply were an illusion, which all created reduced idiosyncratic curriculum understanding.

Secondly, in Case Resonance three different curriculum conceptualizations were found out: transformative curriculum, curriculum in transition and disconnected curriculum. **Transformative curriculum** was disclosed through the components of construction a transformative understanding of the philosophy and purpose of the curriculum, a replaced and enriched understanding of content, learning experiences, and enriched understanding of assessment. This curriculum understanding refers to a vision of the curriculum that fosters learning experiences that result or catalyze the intended curriculum’s objectives. In this study, transformative curriculum is used to describe developing a critical perspective on the intended curriculum’s components and then acting on those critical points to either replace or enhance the original curriculum. In contrast to how it is typically understood, in this study, transformation merely refers to the ability to critically examine the intended curriculum and to figure out how to “make it work” by enrichment and replacement acts. For instance,

going beyond the concepts of “teacher as a facilitator-guide”; and “learner as a confident language user” in the intended curriculum, the role of the teacher in this understanding was identified as “perceived dynamic roles” evolving depending on the ever changing developments in education while the learners were found to be defined as resilient, intentional and active language users.

The learning experiences in this understanding were found to be shaped around learner-centered instruction, effective rapport, developing learners’ language skills, utility of a variety of teaching methods, and incorporation of technologically enriched instructional materials. When found dysfunctional or not adequate, the content was enhanced or replaced with self-prepared or searched materials fulfilling the required content for the relevant objective. The assessment practices were found to be tailored with the concern of “how to assess more meaningfully.” Assessing performances of the learners was aggrandized over existing traditional assessment practices (i.e., written exams). Additionally, based on the gains of the methods of assessment used, the decisions in this understanding were understood to be critically reviewed, adopted or abandoned. The main tenets establishing a base for this understanding were understood to concentrate around the supportive school realities including the learners as the nucleus of the curriculum, the availability of the resources, positive administrative support and supportive professional collegiality; as well as incorporation of technology effectively. The learner, defined with adequate language proficiency level, good academic orientation and being open to learning, by far emerged to be the prime factor that could be supporting the development of a transformative curriculum understanding. Teachers’ dwelling upon the disadvantages of middle school curriculum implementation practices (e.g., prejudices, attitudes, learning habits) posed as critical points, and the initiatives taken such as working on changing the attitudes of the learners indicated that the initial transformation element in this understanding started from the learners. Alongside the support administrators offered and the availability of the resources to the teachers’ disposal, incorporation of technology effectively into teaching and learning processes emerged as a prominent factor pinpointing transformative curriculum understanding.

**Curriculum in transition** as another derivative understanding in Case Resonance represents a state of understanding that departs from the previously synthesized

mindsets, and moves towards a different perspective. Construed by the components of orientation to the philosophy and purpose of the curriculum, onset construction of the concept of content, transitioning learning experiences and calibrating assessment procedures, it simply defines a “yet to be completed” state of curriculum conceptualization. This understanding was found to be represented with fluctuating roles of the learners between knowledge receivers and active language users; dichotomy between the knowledge transmitter and facilitator-guide roles of the teacher; duality of the mode of instruction, transitive use of contemporary and traditional teaching methods, narrow and sporadic descriptions of the content; and calibrating assessment procedures. In a sense, the word “transition” refers to moving into a new conceptual environment. Even though a transition’s direction can be unpredictable, the study in this case indicated that it was moving in the direction of the intended curriculum and transformative curriculum understanding which is another derivate of curriculum understanding in the same context. In a manner similar to the teachers’ comments in transformative curriculum conceptualization, the availability of the resources, good and encouraging relationships with the administrators and colleagues, and the characteristics of the learners were found to be interpreted as catalyzing factors to achieve the goal of the intended curriculum. Despite the fact that there was a growing awareness of educational technology, teachers, in a sense, were still experimenting. Taking into account their needs for professional and technological pedagogical knowledge and observing the practices of teachers in transformative curriculum understanding, teachers in curriculum in transition were found to be in an urge of setting professional development plans particularly about incorporating technology into their teaching practices.

The last curriculum conceptualization derivate in Case Resonance was **disconnected curriculum** which represents disconnection at two levels: disconnection to the intended curriculum and disconnection to the actors and elements of the context it is practiced in. Disconnected curriculum, as opposed to transformative curriculum and curriculum in transition which were discovered to work well together, emerged drifting away from those conceptualizations like an outlier. Disconnected curriculum was depicted through the components of deliberate deviation from the philosophy and purpose of the curriculum, detached understanding of curriculum content, deliberately deviated learning experiences, and deviated attitude in assessment,

disconnected curriculum. In stark contrast to transformative and curriculum in transition curriculum conceptualizations, disconnected curriculum has almost no interaction with its environment. Learners were viewed as knowledge receivers, the teachers as knowledge transmitters, and the knowledge concept valued was grammatical competence rather than skills.

Regarding learning experiences, the skills-based exercises were either not covered at all or very briefly touched upon in the content for the sake of dwelling more on the grammatical topics. Assessment practices also were discovered to drift away from the practices of the other teachers and the standards of the intended curriculum. The underlying factors that could underpin the tenets of disconnected curriculum were identified as lack of commitment and motivation to teach students other than the language department students, disbelief in learner-centered approach and particular interest in and favor on teaching grammar, and the almost non-existent interaction with the contextual factors.

In the second research question the congruency between the teacher curriculum conceptualizations and the intended curriculum was examined through the analysis of document artifacts (i.e., the document of the intended curriculum) and interview data. The findings indicated that in Case Dissonance, characteristics revealed in philosophy, content, learning experiences and assessment elements of reduced idiosyncratic curriculum conceptualization were distinctly fragmented compared to the intended curriculum. In this understanding, teachers also were understood to have developed some fallacies (misconceptions) regarding content, learning experiences and assessment. In Case Resonance, while the elements of transformative curriculum conceptualization emerged to be fully congruent with the intended curriculum, conceptualization of curriculum in transition was discovered to include both linkages and gaps at the same time representing a state of congruence moving transition toward the curriculum. In contrast, taking into account the characteristics of disconnected curriculum, it was explored to be deprived of ties connecting to the intended curriculum positioning it in a state of deliberately deviated.

In response to the third research question, the congruency between the curriculum conceptualizations and teachers' practices was discovered through the analysis of field notes and document artifacts (e.g., textbooks and workbooks). The findings

uncovered that the teachers' practices actualizing the curriculum in both Case Dissonance and Case Resonance were fully congruent with how the curriculum was envisioned by the teachers.

Ultimately, the fourth research question investigated the impacts of the pandemic on curriculum implementation by discovering the congruency between the teachers' practices and the intended curriculum during ERT, and the post-pandemic insights of Covid19 on curriculum implementation through the analysis of interview data and document analysis. Despite minor subtleties, a highly non-overlapping relationship was found between the teachers' practices during ERT and the intended curriculum in both Case Dissonance and Case Resonance. The teaching practices during ERT were mostly subject-centered, carried out through lecturing teaching method, featured the structure of the language instead of developing language competences, and failed feedback mechanisms due to lack of assessment practices. Additionally, at the time of ERT, the content was understood as "what could be transmitted as content" and therefore grammar was seen to be the main focus.

In terms of the post-pandemic insights on curriculum implementation, low readiness to teach, recessed organization skills and procrastination in preparing for the lesson were revealed as the negative effects, while increased knowledge in educational technologies and extended use of web 2.0 tools in face-to-face education were the positive effects. Furthermore, two teachers' descriptions referred to a state of rethinking the curriculum as a concept. Both teachers were revealed to have second thoughts about the current curriculum and the system that force the students spend extended periods of time in schools. In line, a comprehensive hybrid language teaching curriculum emerged as the resultant concept proposed. As a result, it can be said that while the pandemic seemed to have altered instruction during ERT, the analysis did not refer to a salient shift in the teachers' curriculum conceptualizations.



## CHAPTER V

### 5. DISCUSSION AND IMPLICATIONS

*And that was true. I have always loved the desert. One sits down on a desert sand dune, sees nothing, hears nothing. Yet, through the silence something throbs, and gleams...*

*“What makes the desert beautiful,” said the little prince, “is that somewhere it hides a well...” (p. 104)*

*-Antoine De Saint-Exupéry  
Little Prince*

This chapter is based on the discussion of the results and the implications of the study epitomized by the literature. For each of the research question, the results were discussed on the basis of the literature; and then, the related implications derived from the study were presented for practice and future educational research purposes.

#### 5.1. Discussion of the Results

This study aimed to comprehend the curriculum conceptualizations of English teachers working in different types of public high schools at the first place and then examine the congruency of those conceptualizations with the teachers' practices.

Using a multi-case design, the purpose of the study was achieved through the review of documents, interviews, and observations by using semi-structured interview and observation schedules prepared by the researcher.

In line, the results attained through content analysis in the flow of the stringent cycles of analysis-reanalysis for each research question were discussed subsequently

in light of the existing theoretical and empirical accessed literature.

### **5.1.1. Curriculum Conceptualizations of Teachers**

To begin with, since 1918 up to today, curriculum as a field in its dynamic nature has been evolving on the legacy of the field rooted in its historical, social, psychological, and philosophical foundations representing the external boundaries (Ornstein & Hunkins, 2004); and curriculum development and design representing the internal boundaries of the field. Alongside the aforementioned legacy, to the evolution of the field of curriculum, discussion of curriculum foundations, curriculum change and innovation, curriculum research and inquiry, and other ways of critiquing the field of curriculum also could be included (Ornstein & Hunkins, 2004). Curriculum as a field epistemologically and ontologically has catalyzed itself incrementally on its existential journey by defining-redefining, constructing-reconstructing, and conceptualizing-re-conceptualizing itself and its tenets it constitutes from recurrently. Curriculum viewed by Pinar (2011) as “an interdisciplinary academic field devoted to understanding curriculum” (p. ix), does not aim to surpass the perennial perspectives, rather, the intention behind is to probe for the common question of “what’s left in the field” to develop a coherent perspective of curriculum which according to Miller (2000) indeed has no exact answers (as cited in Johnson-Mardones, 2014). Defined by Mulenga (2018), curriculum is “the way we dice up the experience of the world into tidy but arbitrary packages until it is again recoded as it enters the ceremonies, structures, and rituals of schooling” (p. 1). The complexity of the phenomenon of curriculum together with the attempts to understand it epitomized that the concept of curriculum is “multidimensional” nurturing the pluralistic view in the field. Recognizing the legacy of the field and the remarkable bulk of literature, curriculum can be assumed as a concept waiting to be understood as it exists in its multidimensionality and the plural reality. Recently as Darron and Sharon (2019) informed, there has been a fundamental shift in how curriculum and teaching are understood and implemented in schools in Alberta, British Colombia, New Foundland and Labrador. In the same path, this study aims to shed light on how curriculum was conceptualized in the context of the same intended curriculum and two different types of public high schools.

In light of this legacy, to answer the first research question, teachers working in two

different settings were interviewed to comprehend their curriculum conceptualizations. Instead of addressing definitive questions, the curriculum conceptualizations were tried to be explored through teachers' descriptions of their practices. As a result, four different curriculum conceptualizations emerged. Teachers' curriculum conceptualizations in Case Dissonance emerged to be represented by, as we called, reduced idiosyncratic curriculum, whereas in Case Resonance by transformative curriculum, curriculum in transition, and disconnected curriculum.

Reduced idiosyncratic curriculum conceptualization as the dominant curriculum understanding in Case Dissonance delineates a reduction to reduce the cognitive load of the curriculum based on the practitioners' own decisions. As was revealed, the term "idiosyncratic" is illustrated at two levels. At the first level, the decisions taken in this curriculum understanding display idiosyncrasies compared to the intended curriculum. The second level idiosyncrasy on the other hand, was embodied in the remarkably changing teaching practices among the practitioners in implementing the curriculum. Despite displaying similar tenets with "reduced syllabus" (edsys, 2023), reduced idiosyncratic curriculum presents an indigenous perspective as a concept accommodating itself into the context it thrived. The term "reduced syllabus" was found to be coined during the Covid19 pandemic as a remedy to the crisis featured mainly by "retaining the core elements of the syllabus and removing the duplicate chapters" (edsys, 2023, para. 12); whereas reduced idiosyncratic curriculum was mirroring the reality of ELT at a VTAHS as it was featured mainly by retaining the doable elements of the curriculum and removing the undoable parts based on teachers' own decisions instantaneously.

As was revealed in its ecological and socio cultural context reality, reduced idiosyncratic curriculum conceptualization views learners as knowledge receivers, and teachers as knowledge transmitters. While the knowledge conception was based on a simplistic view relying on developing functional skills related to the learners' vocations, the act of language learning was considered as a natural talent or intellectual act rather than as skills to be developed. In line, instead of a skills-based action-oriented approach, teachers were found to apply a "do what is doable approach" in practice. Accordingly, the content of the textbooks was understood to

be reduced on a simplified grammatical level mainly due to factors such as high proficiency level, the unelaborate design of the tasks, and lack of continuity among grade levels. Parallel to the understanding of the role of the learner and the teacher, the learning experiences in the class were understood to be based on subject-centered mode of instruction, relied more on conventional teaching methods, and instruction was delivered through the native language in a reduced fashion by leaving the skills as sinkholes resulting in an aloof/fragmented failing curriculum implementation. The assessment practices in this conceptualization rely heavily on contradictory and biased assessment practices among teachers leading to an illusion of assessment which means assessing in appearance. Depending on the literature, as are discussed below, the most remarkable pinpointing reasons shaping the patterns of reduced idiosyncratic curriculum conceptualization mainly were found to be buried in the problematic realities of the contextual factors the conceptualization thrived, state of digitalization and professional development endeavor of teachers.

According to Boyd (1992) school is a “complex organism with many parts” and suggests that teachers and students are remarkably influenced by the school culture and norms. As is cited by Boyd (1992), Corbet et al. (1984) define context as the combination of “local conditions” including “availability of resources, relationships between persons and groups, use of educational knowledge, norms in terms of goals, and availability of incentives and disincentives and rate of turnover” (p. 5). Considering those interdependent dimensions of the context (Boyd, 1992), the influence of the local conditions on the teachers’ curriculum understandings seems to be inevitable. Accordingly, in the context of reduced idiosyncratic curriculum conceptualization, the contextual realities ranged from macro level policies to school level realities shaping the teachers’ understanding of curriculum. In this respect, one of the most remarkable reasons was referred to as the top-down one size fits all curriculum sent by MoNE with an expectation of “cook all them altogether” (Melesse, 2019 and Tadesse, 2018 as were cited in Melesse & Belay, 2020) or “apples and oranges at one pot” approach, which was entirely alien to the needs of the learners and the mission of this VTAHS which is to raise intermediate staff to the tourism sector. Moreover, this top-down curriculum did not recognize the realities of the shorter academic calendar, intensive curriculum implementation requirements in this context, which were interpreted as oppressive by the teachers.

The second prominent dimension shaping the curriculum conceptualization was the reality of the learner characteristics in this context. According to the teachers, considering the requirements of the top-down curriculum, the teachability (van Maele & van Houtte, 2011) of the students in this context was defined as “difficult,” “almost impossible” or “an enigma,” leading the practitioners to teach and reteach in a vicious circle disbelieving in the learners’ ability to learn which we called as the learnt helplessness of the unlearnt. This situation, as was stated by van Maele and van Houtte (2011), could be related to the teacher perceptions of students’ teachability establishing teacher trust, which according to the authors was affected by the organizational school context. Also, the literature establishes that the socio-economic composition of the student body may influence teachers’ expectations from students (Thrupp 1999; van Houtte 2003). Similarly, in reduced idiosyncratic curriculum, teachers reported on unmet physical needs of the learners affecting learners’ concentration and motivation which in a sense was implying the lack of trust in learners to learn. As a result, accounting for the top-down one size-fits all curriculum and the low academic orientations of the learners, the remedy found to put the curriculum in action was to reduce curriculum onto doable objectives, content, learning experiences, and assessment practices based on their own idiosyncratic decisions that resulted in variations in the reduced parts. Also, overlapping with what Klusmann et al. (2008) indicated severe classroom management problems causing emotional exhaustion in teachers emerged as a side factor in constructing a reduced idiosyncratic curriculum conceptualization.

Another dimension to be considered underlined the significance of the availability of resources (Boyd, 1992). In the context of reduced idiosyncratic curriculum, technological barriers such as low bandwidth of internet, software on the smart boards, and lack of the interactive format of the textbook emerged to contribute to teachers’ skipping the listening tasks and tending towards a grammatical focus. The only concern to cover the skill tasks emerged to be the assessment concerns instead of developing the language skills in learners.

Additionally, the pretended administrative support, low professional collegiality among the practitioners, lack of rewarding mechanisms of the administration also could be mentioned among the contextual factors referring to relationships among

persons and groups shaping the curricular understanding of teachers. Supported by the study of Klusmann et al. (2008) controlling for the individual teacher characteristics, the administrators' support in educational issues predicted higher levels of engagement of teachers, and van Maele and van Houtte (2011) invigorated that collegial trust among practitioners is nurtured when teachers agree on students' teachability. Although well-established in the literature, the nature of relationships in the classroom rarely was defined. As was argued by Tobbell and O'Donnell (2013), learning relationships and interpersonal relationships were different. In reduced idiosyncratic curriculum conceptualization, the in-class relationships were described to be confined to interpersonal relationships. Cross and Hong (2012) highlighted that the immediate external environment contexts influenced teachers' emotional experiences. The disappointment and frustration caused by the not responded effort of teachers to interact with and among students in the classroom faded and was replaced with a view of reducing the curriculum on a level of "what is achievable." Although Jadoon et al. (2020) underlines the significance of teachers' attitudes, beliefs and perceptions as factors in curriculum implementation, supporting and adding to the remarks of Lindblom-Ylänne (2006), Öztürk (2003), and Roehrig et al. (2007) we argue that the perceptions, beliefs, and attitudes of teachers concert with the contextual factors in their dynamic nature, and therefore within time as accommodated to differing degrees, display context-dependent features in teachers' curriculum conceptualizations.

On the other hand, the literature invigorated that the digitalization enhanced the complexity of teaching and learning (Mishra & Koehler, 2006; Orlando, 2013; Selwyn et al., 2017). Digitalization according to Fransson (2016) and Fransson et al. (2019) has altered the processes of teaching and learning, roles, power relations and expectations, and values in the educational contexts. However, as was erroneously understood by the teachers in reduced idiosyncratic curriculum conceptualization, only using an interactive smart board, and delivering the content without any added pedagogical value is no different than using the traditional white board. As is cited by Roussinos and Jimoyiannis (2019) although the literature suggests that most teachers consider themselves having a good level of skills and knowledge regarding subject-matter, ICT tools, and pedagogy (e.g., Koh et al., 2014; Liang et al., 2013), the teachers in this case were not able to incorporate digital technologies into their

lessons due to what Ertmer (2005) identifies as first order barriers including factors like lack of adequate resources, time and support; and their professional experience was limited to the Web 1.0 domain (Findlay, 2010; Prensky, 2007; Small & Vorgan, 2008). Confirming what Orlando (2013) refers to in his related study, teachers in this understanding used the technology, but not in the expected way to lead on constructive learning. Technology was utilized only as a means to present information and as a classroom management tool mostly to keep the class under control.

As a result, considering the tenets reduced idiosyncratic curriculum conceptualization represented, it may be positioned in an area of “curriculum as a technical procedure” (Molla et al., 2022). According to Stenhouse (1975), technical procedural curriculum restricts student teacher interaction, detaches the means and content from the teachers, disregards the learning experiences taking place as a result of the interaction between teachers and learners, and views curriculum solely as a technical exercise. In Pinar’s (2004) words, being deprived of autonomy the practitioners turn into technocrats, similarly as was observed in reduced idiosyncratic conceptualization. The curriculum development processes taking place in a top-down manner in the ministry reduces practitioners’ autonomy (Solomon & Aschalew, 2019; Solomon & Sintayehu, 2020) creating a paralysis effect stuck between the requirements of the top-down curriculum and the entirely different needs of the students in this specific context. Stenhouse (1975) finds this type of instruction, in Freire’s (2007) word, as oppressive of practitioners since it deprives them from the freedom of professional development. Adding to this point of view, we propose that forcing a top-down curriculum to different types of public high schools is oppressive for the schools, students, and the teachers. Schools serving for different missions are oppressed to implement the same curriculum with the same expected outcomes. Students are deprived of the chance of emanation what education could provide to them; and teachers are expected to implement the same curriculum and succeed the outcomes with students who are not even close to the proficiency level the formal curriculum intends for. Under such circumstances, the teachers ended up in conceptualizing a reduced idiosyncratic curriculum, considered working at a VTAHS as “descending in career steps” as they remained in the vicious circle of teaching and re-teaching finding no chance to proceed and develop felt needs for professional

development in the existent realities of the context.

In Case Resonance, on the other hand, there emerged three types of conceptualizations as transformative curriculum, curriculum in transition, and disconnected curriculum. What identifies each understanding's characteristics is about what Findlay (2010) called as "the magnitude of change." While some teachers were altering pedagogy and practice and enhancing learning (transformative); some were just amidst the chaos of previous teaching experiences and reworking the intended curriculum, familiarizing with the local conditions, and exploring new resources (curriculum in transition); a teacher was just implementing the curriculum "within the confines of traditional pedagogy" (disconnected), (Butt, 1984; Perkins, 1993 as cited in Findlay, 2010). In brief, curriculum conceptualizations in Case Resonance were embodied at "varying stages of realization" (Findlay, 2010).

Different from the literature, we use the term transformative limited to a connotation of developing a critical view, bring in thoughts, search, and initiatives to reflect and/or act upon the critical points posed to nurture learning experiences. Therefore, transformative curriculum conceptualization, in this study, simply is on the level of being able to reflect upon the intended curriculum critically and how to "make it work" though enrichment or replacement acts to catalyze learning. Briefly to remind the outlook of this conceptualization, the role of learner in transformative curriculum is upgraded from being active language users to being active language users who are resilient, intentional, and confident. As is supported by Alberta Education (1997), teachers "actively refine and redefine their visions in light of the ever-changing context, new knowledge and understandings, and their experiences" (p. 7), similarly in this conceptualization, the facilitator-guide role of the teacher is enhanced as perceived dynamic roles. The concept of knowledge is not only developing the language skills, but to nurture students' research skills; and the language learning expectations are defined as raising confident language users who can think critically and creatively, which are significant tenets in this understanding (Findlay, 2010). In this conceptualization, the critical overview on the features, identification of the scope of content and content organization is provided with substituting solutions to enhance learning; learners' needs are prioritized, variety of teaching methods is utilized, interaction among the learners is highly valued, and the significance of



technologically enriched instructional materials is recognized. In line, performance assessment is aggrandized over the emphasis on summative ends, the results are used to scaffold learning (Elwood, 2006; Wiggins & McTighe, 2005), and the ways students are assessed are changed upon constant inquiry. In short, the concepts in transformative curriculum are in a constant construction-reconstruction process searching for “how to make it work” to catalyze learning.

The contextual factors (Corbet et al., 1984 as cited in Boyd, 1992) vis-à-vis of Case Resonance and Case Dissonance represent sharp contrasts in which these conceptualizations thrived. As is cited in Adams (2019), according to Vygotsky’s (1978) sociocultural theory, the external social world of teachers and the curriculum have impacted how they see the world and students. Therefore, as contextual factors exerts a shaping force on the ways we understand the world, understanding the contextual factors can be claimed to play a significant role in making meaning of the teachers’ curriculum conceptualizations.

In the scope of the contextual factors, Case Resonance was observed to accommodate supportive school realities. Initially, as one of the prime agents of curriculum, learners emerged to be the major drive in constituting a transformative curriculum conceptualization in teachers. Learners as were identified having an adequate proficiency level to build upon, good academic orientation, and being open to learning refers to the teachers’ perceptions regarding the students’ teachability (van Maele & van Houtte, 2011) establishing teacher trust. Also, the good socio-economic composition of the student body (Thrupp 1999; van Houtte, 2003) in this case, however not merely, but in an interdependent manner with the characteristics of the learners, was found to be facilitating teaching practices as students’ prime focus was their lessons deprived of distracting factors such as financial problems, affordances of resources and so on. Learners as the nucleus in this curriculum conceptualization emerged to be definitive since the teachers in their holistic construction of conceptualization started with the identification of the issues of the learners and their resolution initiatives in transformation. According to them learners were coming from middle school having missed the critical period in language learning, and developed some certain learning habits as a result of the way the teachers taught then. Therefore, as was identified, changing the attitudes of the

learners, however was a challenge and time-demanding issue, was of prime significance to achieve the purpose of the curriculum at the first place.

Besides, in account of the availability of the resources the school was defined well-equipped to initiate teaching practices of all kind including international online debates. The equipment and resources needed were accessible to the teachers on demand. However identified as strategic, the teachers were supported by the administrators on their initiations or demands on resources, which reflects a dialogic relationship. Supporting Klusmann et al. (2008), the administrator's support might have catalyzed those teachers' engagement level. A similar relationship existed among teachers in transformative and curriculum in transition conceptualizations in the scope of sharing knowledge, resources, and experiences cementing the professional collegiality among practitioners. Likewise, the nature of the relationships in the classroom delineated both learning relationships and interpersonal relationships (Tobbel & O'Donnell, 2013). Confirming Vygotsky's socio-cultural theory, the supportive, fostering school environment where the teachers are implementing the curriculum comprising the external world of the teachers can be claimed to have strongly influenced how teachers made sense of the curriculum and the learner, as ultimately working in this context reached a position defined as "a place you can achieve whatever you want and can." This "whatever you want and can" part can be regarded the reflection of the restrictions the top-down curriculum posed, as teachers although were observed to think upon and put effort for a probable better level of transformative curriculum, their thoughts and initiatives were confined to the requirements of the intended curriculum. The teachers, in Luckett and Shay's (2020) terms were "reframing" the curriculum including "adjusting the scale of the problem, interrogating assumptions informing the norms of the curriculum" and reviewing the appropriateness of the curriculum with diverse needs of the students. In a sense, the teachers pushing the boundaries to a beyond dimension to some extent, finally bumped into the restrictive walls of the intended curriculum. Therefore, the transformative curriculum conceptualization, in this case, emerged simply to be on the level of developing a critical overview and bring in enhancing or substituting resolutions rather than a radical movement in curricular change.

The literature in the last two decades, have considerably focused incrementally on the potential of educational technology transforming education (Cochrane et al., 2014; Johnson et al., 2014; Traxler, 2010). Even further, Kboja and Ngussa (2015), in their argument of conceptualizing the place of technology in curriculum formation, propose the concept of technological foundation considering it as a body of knowledge. According to Findlay (2010) in this era of instant access to knowledge and communication, share and publish, our students have built on new layers to their “individual and collective identities because of the web 2.0 world.” Considering this reality, according to Cochrane et al. (2014) and Hamlin (2015), transformative learning environments are to be created by incorporating technology effectively to build learning communities and to support high-level learning. Likewise, use of technology in mediating learning was another prominent aspect characterizing the transformative curriculum conceptualization in Case Resonance. As were highlighted as the fundamental requisites, according to Cochrane et al. (2014) designing transformative learning environments is based on two reconceptions: “reconceptualizing the role of the lecturer” and “reconceptualizing the role of technology.” Similarly, in transformative curriculum conceptualization in Case Resonance, instead of a source of knowledge, the teacher was the agent “contextualizing knowledge” and “designing learning activities for students’ active participation in a learning community.” Role of the technology, on the other hand, was reconceptualized on a dimension to create learner-centered cooperative and collaborative pedagogies to catalyze students’ learning.

Considering the emerging tenets which were discussed, however ambiguities felt in marking a clear demarcation regarding curriculum conceptualizations between varied curriculum theories as Melesse et al. (2019) noted, transformative curriculum conceptualization can be positioned in an area of “curriculum as practical” (Molla et al., 2022). The deliberation process kept alive and furthered by John Dewey, McKeon and Schwab (1969) as is cited in Molla et al. (2022) was related to the notion “method” which connoted to “take action over issues of education and curriculum” (Kelly, 2004; Marsh, 2009; Molla et al., 2022; Reid, 1988; Schwab, 1969; Wraga, 2002). In line, transformative curriculum conceptualization views the curriculum through a critical lens, invigorates the caveats, issues or areas needed to be enhanced or catalyzed together with resolutions. Additionally, curriculum as

practical solves the problems of the local context, accentuates “practical reasoning and decision making,” and according to Pinar (2004) “this method is an emancipator to practitioners’ professional autonomy and ethical commitment” (Molla et al., 2022, p. 3). Although confined with the restrictions of the intended curriculum, to the extent to which they could transform the curriculum could the teachers be claimed to exercise professional autonomy.

The teachers in transformative curriculum, in line with the principles of Alberta Education (1997) are defined through impactful professional development requirements to refine and enhance teaching. Findlay (2010) notes that to expect learners to think critically, creatively, geographically and/or historically, teachers, at the first place, must be equipped to model those skills. In a similar fashion, in transformative curriculum conceptualization in Case Resonance, though to different degrees, teachers were engaged to reflect on their professional development to understand their abilities, make informed judgments about their pedagogical knowledge. Cognizant of their own professional needs, they were also able to work with others in the context to meet those needs and/or share their knowledge.

Considering the characteristics of the teachers, differences were observed compared to curriculum in transition and disconnected curriculum conceptualizations in the same context which could be meaningful in shaping teachers’ curriculum conceptualizations. The longest duration of teaching in this specific context using the same curriculum (intended curriculum) and high professional development endeavor were the features coming forward. We argue that these characteristics although each has value, they act interdependently together with the contextual and other factors discussed to embody a transformative curriculum understanding. While within transformative curriculum conceptualization those characteristics bore meaning as a whole, in the conceptualization of curriculum in transition each had a value to be discussed. Duration of teaching in the current context using the same curriculum emerged to be a significant factor as the teachers in curriculum in transition were newly exploring the environment of the school and its tenets. Additionally, they newly were familiarizing with the intended curriculum as they were teaching at primary and middle school grades before. Bearing professional development tendencies was seen to be valuable, but not solely enough as a factor to

accommodate. Therefore, for the teachers in curriculum in transition professional development endeavor was meaningful together with a certain amount of time spent in the context and experience in teaching with the intended curriculum. However, while duration of teaching in the current context using the intended curriculum was not meaningful for explaining disconnected curriculum, contextual factors together with heavy reluctance and lack of motivation to teach students other than the language department students was shedding light to unfold the patterns in it.

Curriculum in transition conceptualization in Case Resonance represents a “yet to be completed” state of curriculum conceptualization, setting off from previously synthesized mindsets towards a new world of notions and conceptions. Teachers, who have just started experiencing the curriculum, appeared to be in a transitional phase of conceptualization struggling amidst “curriculum as a technical procedure” and “curriculum as practical.” In his study on transformative curriculum, Findlay (2010) notes that teachers can be at varying stages of realization as they are struggling with the curriculum in implementing it. Supporting and contributing to this idea, although we argue that the direction of a transition can be unpredictable, in Case Resonance the transition was found to be calibrating towards the transformative curriculum conceptualization as the spotlight of the teachers in this understanding was focusing on the practices of the teachers in transformative curriculum.

As was revealed in Case Resonance, teachers in curriculum in transition were found in an ongoing process of accommodating themselves to the context and the intended curriculum. In doing so, they were found to be in close observation with the setting they were working. In a similar fashion with the remarks of teachers in transformative curriculum conceptualization, the availability of resources; positive and supportive relationships with the administrators and colleagues; and the characteristics of the learners were interpreted as catalyzing factors to achieve the purpose of the curriculum. Referring to the socio-cultural theory of Vygotsky the external world of the teachers seemed to influence how teachers were making sense of the curriculum (Cole et al., 1978). Here, based on the results we propose that the teachers start making sense of the curriculum from the closest notions they are in contact with, which emerged in our case “the learners” as the prime agent of the curriculum and the learning environment including the intended curriculum itself, the

availability of resources, and in simple terms, people who might be of help (i.e. colleagues, administrators).

Among the prominent trademarks of curriculum in transition were fluctuating roles of the learners between knowledge receivers and active language users; dichotomy between the knowledge transmitter and facilitator-guide roles of the teacher; duality of the mode of instruction, transitive use of contemporary and traditional teaching methods, narrow and sporadic descriptions of the content; and calibrating assessment procedures. Therefore, worthy of its name, curriculum in transition can be viewed to shift between “curriculum as a technical procedure” (Molla et al., 2022; Stenhouse, 1975) and “curriculum as practical” (Molla et al., 2022; Schwab, 1969). The depth of the descriptions regarding those trademarks and notions was not as extensive as the teachers’ in transformative curriculum which is thought to stem from mainly the short time span spent in the context; thereby, the limited experience of the intended curriculum and the teaching habits construed in the realities of the previous working context. In the world of new conceptions when teachers encountered a notion unfamiliar or yet to be discovered, they were regressively animating their previous experiences in their previous working context to make meaning of the curriculum.

Another tenet of transition emerged to be in the frame of incorporating technology to mediate learning which is considered an important indicator by many scholars in transforming education (Cochrane et al., 2014; Findlay, 2010; Johnson et al., 2014; Traxler, 2010). Although there was a growing awareness of the educational technology, in Cochrane et al.’s (2014) words, the “reconceptualization of the role of the learner and the role of technology” were still on probation. Cognizant of their own professional and technological pedagogical knowledge needs and the practices of the teachers in transformative curriculum understanding, teachers in curriculum in transition were found to set technological goals for their professional development plans (Findlay, 2010; Small & Vorgan, 2008), which is also another dimension valued in transformative curriculum.

Disconnected curriculum, as a discrete curriculum conceptualization in Case Resonance, represented disconnection at two levels: disconnection to the intended curriculum and disconnection to the contextual factors. Having almost no interaction with its environment, which is in sharp contrast with the transformative and

curriculum in transition conceptualizations, in disconnected curriculum the learners were viewed as knowledge receivers, the role of the teacher was to transmit knowledge and the valued knowledge was grammatical competence instead of skills. The positive administrative support revealed in the other conceptualizations in Case Resonance was defined as apathetic. Also quite a limited professional interaction with colleagues was indicated. The content was separated to bits of grammatical topics excluding or superficially covering the skills-based tasks, and the mode of instruction was defined as entirely subject-centered. Assessment practices also were found to deviate from the practices of the other teachers and the requirements of the intended curriculum. Although accounting for the common tenets disconnected curriculum conceptualization can be positioned at an area of “curriculum as a technical procedure” (Molla et al., 2022; Stenhouse, 1975), the nature of this conceptualization entirely different by its characteristics placed it as a different variation to be understood. Different from the other understandings, the disconnection was understood to be based on intentional, conscious personal preferences, and decisions.

Considering Vygotsky’s socio-cultural theory (Cole et al., 1978), the external world of the teacher which is important in teachers’ meaning making is restricted and isolated by the teacher’s own will and decision. Reducing the possibilities to be nurtured by the contextual factors could be one of the reasons establishing this conceptualization.

Also, in its isolated world in Case Resonance with the lowest probability of getting into contact with the contextual factors, disbelief in the efficiency of learner-centered approach, and favor felt in teaching grammar were apparently another reason establishing this conceptualization. In our argument of concerting contextual factors with the teachers’ beliefs, perceptions and attitudes supported by the findings of Lindblom-Ylänne et al. (2006) and Roehrig et al. (2007), the dynamism and co-dependent nature of those tenets emerged to be hindered and kept separate on purpose by the teacher’s own preference. As was aforementioned, lack of commitment and lack of motivation to teach students other than the ones in the language department could be mentioned as one of the strongest reasons constituting this type of conceptualization. According to Kagema (2018), professional interest is

an important factor in curriculum implementation. In this conceptualization, teaching was understood to be highly associated with teaching English for Academic Purposes (EAP) as teaching general English to lower grade students was defined as dull, not challenging enough, difficult to sink to the levels of the learners, low-proficiency, and not satisfying the teacher's professional knowledge and adequacy. Job satisfaction in disconnected curriculum is confined to teach advanced learners.

In conclusion, accounting for the fact that education is dependent on the dynamic needs of the society and is a result of what is implemented from the curriculum, to expect an instill curriculum conceptualization, in Mulenga's (2018) words is just "wishful thinking." As Hendry and Winfeld (2013) called on the curriculum scholars in their article "Bringing out the Dead: Curriculum History and Memory," "the challenge is to work towards a rethinking of some of the very notions we have come to rely upon intellectually" (p. 2). So did we in this study, embarked on an inquiry of the assumptions of how curriculum looked like in two different settings. As was revealed, there emerged four different curriculum conceptualizations reflecting the mindsets of the teachers working in different settings using the same intended curriculum. While the struggle to implement the intended curriculum at a VTAHS in its contextual ecology resulted in a reduced idiosyncratic curriculum conceptualization; in the contextual ecology of an AHS, the changing situational elements coming together yielded transformative curriculum, curriculum in transition, and disconnected curriculum in the same educational environment as was discussed. In the micro environment of this study, the curriculum conceptualization of the teachers accommodated itself with the arising needs in the realities of the context, and ultimately agreeing with remarks of Mulenga (2018), will continue to accommodate itself in time and space.

### **5.1.2. The State of Congruence between Teacher Conceptualizations and the Intended Curriculum**

In the second research question, the congruency between the teacher conceptualizations and the intended curriculum was examined. The state of congruency between the tenets of the conceptualizations and the intended curriculum were explored through the results obtained from the analysis of the document



artifacts (i.e., the document of the intended curriculum) and interview data. As were discussed at length in the first part, to avoid repetition, rather than the tenets creating the characteristics of the conceptualizations, the main focus was given to understand the reasons in relation to the strings or gaps between those conceptualizations and the intended curriculum. Therefore, the congruency between the conceptualizations and intended curriculum was discussed at a conceptual level based on probable various reasons depending on the literature.

According to the results, in Case Dissonance the characteristics revealed in the philosophy, content, learning experiences and assessment elements of the curriculum resulted in a reduced idiosyncratic curriculum conceptualization which established a stark contrast with the intended curriculum.

In Case Resonance, while the elements of transformative curriculum conceptualization were observed to be fully congruent; conceptualization of curriculum in transition was found to have connections and gaps to be completed at the same time with the tenets of the intended curriculum. Considering the characteristics found in disconnected curriculum, on the other hand, the elements of the philosophy, content, learning experiences, and assessment were deprived of the ties connecting to the intended curriculum positioning it as almost entirely disconnected.

As appeared and was emphasized by Jalkanen and Nikula (2020) in the scope of their study, the role of language used in the text presents a multi-layered reality and teachers' sense making largely occurs in the "messy realities of the pedagogical contexts" they teach. In support, in the frame of this study, compared to the document of the intended curriculum, similarities and/or conflicting tenets were found in the curriculum conceptualizations of teachers bearing significant paths related to the contextual factors as was discussed in the first research question. As was cited by Boesen et al. (2014) for a message to have a significant impact reflected on the practices of teachers, teachers need sufficient conditions and knowledge to interpret the message and to teach accordingly. Reflecting upon the findings in this study, it was observed that different conditions the teachers worked might have had an impact on how the messages of the text were interpreted. For instance, considering the fact that teachers in Case Dissonance were working in a context with

inhibitive realities (i.e., top-down curriculum, low academic orientation of learners, shorter academic calendar, pretended administrative support and so on) at a VTAHS, fallacies of interpretation were found inducing a perceived falsified reality of implementation including the use of technology and material preparation, as well as a fallacy of the flexibility of content. In line, the difficulties teachers were dealing with in implementing the curriculum thereby might have bended the conception of the slight flexibility of content mentioned in the text which reached an overgeneralization of “this is the curriculum, do whatever you want with it” approach in teachers.

From the perspective of knowledge which is considered as significant for an accurate conceptualization (Okoth, 2016), teachers’ lack of knowledge (Phaeton & Stears, 2016) might have shaped their understanding of technology use, material preparation, and assessment practices, in that technology use conception was confined to convey the content by using technology as a means; material preparation was perceived as content design; and the meaning and rationale of assessment practices were almost thoroughly lost creating an illusion of assessment. From the perspective of the curriculum itself, on the other hand, the clarity of the message (Boesen et al., 2014) in the text is a crucial factor to be focused as it can unfold different inferences for different audiences (Janemalm & Quennerstedt, 2019). As was referred to by Yeni-Palabıyık (2021) some of the program aims turn ambiguous while flowing from the top (i.e., ministerial level) toward the bottom, mostly due to top-down centralized approach in the context of Turkish education. Teachers being left out of the curriculum development and planning practices (Nasser et al., 2014) seemed to be “mystified by the jargon” in the text (Kobiah et al., 2015; Ramparsad, 2001), which may have led them to experience difficulties in interpreting the text, since the text remained alien presenting a world of intentions of others to be understood. In sum, the distinctly fragmented status of congruency between reduced idiosyncratic curriculum conceptualization and the intended curriculum could be a result of the teachers’ sense making initiatives occurring in the messy pedagogical context of Case Dissonance, lack of teacher knowledge and the text’s language itself which is subject to multi meanings.

In the same vein, the teachers’ sense making in Case Resonance largely was regarded

to emanate from the “messy realities of the pedagogical contexts” (Jalkanen & Nikula, 2020) in which the role of the language cannot be underestimated. In the supportive realities of Case Resonance, the multi-layered reality of the text was found to be on three levels: transformative, in transition and disconnected. While the meaning of the text was enhanced and promoted in transformative; in curriculum in transition the meaning still was being constructed due to the limited time of experience with the intended curriculum and newly explored contextual factors resulting in lack of knowledge; in disconnected curriculum the meaning of the text was either completely disregarded or opposed based on the teacher’s preferences. On the level of the knowledge of teachers (Phaeton & Stears, 2016), the indigenous situation is that teachers having almost the same educational background (i.e., program, university graduated and educational status) represented conceptualizations in stark contrast. Both had a Master’s degree in Curriculum and Instruction, yet while one was pushing the meaning of the text beyond creating a transformative approach, the other was almost completely refusing the text isolating the conceptualization from the intended curriculum. Adding to this, due to the fact that one of the teachers with a lower educational status (i.e., without a Master’s degree) was pushing the meaning beyond the text creating an enhanced meaning, status of education in interpreting the text merely cannot be handled as an indicator in this study. In this respect, level of knowledge might be thought to consort with other variables such as conflicting orientations and goals (Thomas & Yoon, 2014).

Additionally, Koedel et al. (2017) underlines that lack of access to a high-quality curriculum is one of the persevering obstacles in leading a change in curriculum (Pak et al., 2020). Accounted as well-established in theory, the intended curriculum, according to teachers in reduced idiosyncratic curriculum conceptualization was way above the academic proficiency of the learners and not relevant with the needs of the learners in their context. The purpose of the top-down curriculum enforced aims for a high level of language proficiency and qualifications contradicting the purpose of VTAHSs, identified by Melesse and Belay (2020) as to raise a middle-level, competent, and qualified workforce to reduce poverty.

Besides, the overloaded content, lack of a detailed guide in how to adapt/implement the curriculum ultimately appeared as “a curriculum just good in theory not in

practice” in the understanding of the teachers defined as too loose, challenging the teachers to find a path in their teaching practices. Therefore, the lack of congruence between reduced idiosyncratic curriculum and the intended curriculum naturally seems to be the very result of lack of a high-quality curriculum appropriate to the context. On the other hand, in Case Resonance, the intended curriculum was found quite strict, restricting the teachers’ creativity in transformative curriculum leading them to build upon the intended curriculum broadening its horizons; whereas in curriculum in transition it was found well enough by posing almost no critical views related to the text, which is thought to be induced due to limited time spent with the intended curriculum not sufficient to exploit derivate meanings and “read between the lines” in the multi-layers of the text. On the contrary, although having spent a considerable time to explore and teaching through it, in disconnected curriculum, the intended curriculum was criticized just for being repetitive with respect to the grammar topics deprived of depth among grade levels.

Besides, the bulk of literature in curricular leadership (Allen & Penuel, 2015; Boyce & Bowers, 2018; Hill, 2001; Spillane et al., 2006) calls for educational leaders to promote learning and teaching. In this respect, the state of congruency, also, should be evaluated considering the curricular world of teachers in the country where they are left all alone to stew in meaning making and implementing the curriculum. The meaning making process entirely relies on the teacher herself/himself and the text at hand without providing any official orientation, support or supervision at schools. As it was the case in curriculum in transition in Case Resonance, teachers’ coming from lower grade levels (primary or middle school) to teach at an AHS in their conceptualizations reflected sporadic patterns including gaps to be filled at all elements of the curriculum including philosophy, content, learning experiences, and assessment.

In a nutshell, based on the literature, the congruency between the teachers’ curriculum conceptualizations and the intended curriculum as were revealed and discussed to a large extent might be related to the language-agent relationship, the complicated contextual factors differing one to another the text is interpreted in, knowledge of the teachers, characteristics of teachers (i.e., status of educational background, year of experience and so on), and the quality of the curriculum itself.

### **5.1.3. The State of Congruence between Curriculum Conceptualizations of Teachers and Their Practices**

The third research question aimed to unfold the congruency between teachers' conceptualizations and their teaching practices through the analysis of field notes and document artifacts (i.e., textbooks and workbooks, minutes of teachers' committee decisions, worksheets, exam papers, and images). As the tenets of the teachers' curriculum conceptualizations were discussed in depth in the first research question, the results, in this part were discussed at a conceptual level on the basis of the existing literature supporting to understand and explain the situation at the teachers' practice level.

As was indicated in the results, the actualized curriculum at school level was found to be mirrored and perfectly aligned with how the curriculum was conceptualized by the teachers. Similarly, the teaching practices of the teachers in Case Dissonance was fully congruent with reduced idiosyncratic curriculum conceptualization; in Case Resonance the practices of the representatives of transformative curriculum, curriculum in transition, and disconnected curriculum were fully reflecting the tenets of the conceptualizations.

Defined by Ornstein and Hunkins (2004) as the interaction process between the creators of the intended curriculum and the people in charge to deliver it, implementation sets out to modify knowledge of individuals, attitudes, and actions. A good corpus of literature purports the significance of the quality relationship between intended and the enacted curriculum for a successful implementation (Alfauzan & Tarchouna, 2017; Atuhurra & Kaffenberger, 2022; Mereku & Mereku, 2014; Mhlolo, 2011; Pagana et al., 2015; Seitz, 2017; Squires, 2012). Bearing the significance in mind and relying largely on the studies regarding congruence and alignment, our endeavor in this question provides a fresh perspective by focusing on the congruence between teachers' curriculum conceptualizations and the teachers' practices. As Remillard and Heck (2014) suggest, comprehending the meaning of curriculum enactment requires examining the many aspects within a system in which the elements of the curriculum are translated into actions. Accordingly, the results of the study were discussed considering the many aspects of both contexts the study was conducted.

To begin with, to understand the congruency between the conceptualizations of teachers and their teaching practices, the contextual factors which are referred as “school level factors” by Roehrig et al. (2007) are to be better understood as it is an aspect underlined by a good many studies of which the scope and definition of “context” was observed to change from one study to another. Based on Boyd’s (1992) definition, we consider all the aspects of the “local conditions” as were revealed in the context of the study relevant with the curriculum and the teaching practices of the teachers.

In this respect inappropriate school environment (Fullan, 2007, as cited in Okoth, 2016) including poor infrastructure and lack of proper facilities, lack of sufficient teaching materials (Teevno, 2011), insufficient teaching resources and class sizes, qualities of the learners and the teachers, culture, instructional supervision and assessment (Chaudary, 2015) are among the mostly cited prevailing reasons for effective implementation in the literature. Also, adding to what Carless (1998) as cited in Jadoon et al. 2020 says, in addition to the fact that teacher training, interaction with colleagues, teaching and learning experiences, and values and norms of the society in which they work contribute significantly to the construction of teacher perceptions, beliefs, and attitudes, based on our findings, we propose to take the argument one step further and situate teacher perceptions, beliefs and attitudes on a contextual position. As Kagema (2018) argues for a context dependent approach to consider teacher motivation, likewise, we suppose that teachers’ knowledge, perceptions, beliefs, and attitudes should be viewed through the lens of the context in which those tenets may have been influenced. Adding to this, as was established in our results, considering the curriculum as a part of the context, the quality of the curriculum itself is a significant factor to understand the congruency between teacher conceptualizations and teachers’ practices.

Cognizant of all, in agreement with what Chaudary (2015) emphasizes, as was established in our results, all factors should be viewed as a whole as they to a large extent are interacting with each other. In line as emerged in the results, teachers’ practices in reduced idiosyncratic curriculum conceptualization in Case Dissonance were observed to be the result of a combination of various factors. The inhibitive realities of the context including the top-down intended curriculum, learners with

low academic orientation, and the qualities of the school environment (i.e., class size, lack of resources, technical and/or professional support) to a large extent were understood to have a remarkable impact on teachers' beliefs, perceptions, attitudes and motivations as ultimately all four teachers arrive at a consensus on the disbelief of the teachability of the students, loss of teacher subject-matter knowledge within time in VTAHS, and the general conception of working in VTAHS as something connoting negativity in career steps. Similarly with the findings of Pagana et al. (2015), the teachers' practices in Case Dissonance were highly incongruent with the requirements of the intended curriculum as their practices were contradicting the aims of the curriculum, the content had a sporadic view due to skipped parts not covered at all or partially-covered, and instruction was tuned by an illusion of assessment resulting in reduced idiosyncratic teaching practices. In line, the practices of teachers were shaped around rote memorization of knowledge instead of developing the language skills as desired by the intended curriculum, and the instruction was based on what was assessed in the examinations (Kausar & Akhtar, 2013, as cited in Jadoon, 2020). Additionally, Lindblom-Ylänne et al. (2006) suggests that the nature of the teaching approaches is dynamic and contextual. For instance, Sun and Cheng (2000) in their study found a context-dependent impact in the implementation of Communicative Language Teaching (CLT) method. Likewise, in the prevailing school environment of Case Dissonance, the dominance of conventional teaching methods and outdated techniques (Soomro et al., 2016) was observed in teachers' practices. Furthermore, reflective of how it emerged in the conceptualization, the teachers' practices lacked meaningful incorporation of technology mediated learning. Combined with the inhibitive factors of technical barriers (e.g., low bandwidth, lack of internet and software on the smart boards) the use of technology was confined to convey information and as a means of classroom management.

On the other hand, in the conducive and supportive school realities in Case Resonance including the learners with adequate proficiency and academic orientation, the available resources, positive relationships among colleagues and administrators, the practices of teachers were fully overlapping with what emerged in the patterns of transformative curriculum, curriculum in transition and disconnected curriculum. Isolating disconnected curriculum conceptualization as it emerged as

highly biased by the teachers' own preferences, with regard to transformative and curriculum in transition, the contextual factors can be claimed as a significant factor shaping their perceptions, beliefs, attitudes, and motivations of the teachers. In both understandings, there was a consensus on the high level of the teachability of the learners, the curriculum was considered as relevant with the needs of the learners and working in this context had positive connotations. In line, overlapping with the patterns of transformative curriculum conceptualization, the teachers' were observed to be highly catalytic of student learning. Teachers were able to apply learner-centered approaches, used contemporary teaching methods more and gave emphasis to CLT based language learning. Built upon the functions and learning objectives, teachers were observed to display enhancement and/or substitute acts. For instance, at a unit about festivals, in addition to the festivals and ceremonies of other countries, a teacher was observed to prepare an authentic material to contextualize and help learners to make comparisons. Another example was a game-like activity which aimed learners to share about likes and dislikes supporting personalization of the learners. While the content was enhanced, the assessment practices were based on supporting learners to develop language skills through presentations or project assignments focusing on the process. Although both traditional and complementary assessment practices were employed, the focus of the teachers was observed to be on the process. Additionally, teachers' use of ICT was incorporating it as a means of learning instead of treating it merely as a means to convey information (Mereku & Mereku, 2014). In comparison, regarding curriculum in transition, as emerged in the patterns of the conceptualization, the teachers' practices reflected a transition towards the expectations of the intended curriculum and the practices of the teachers in curriculum in transition. Although awareness was growing in CLT based action-oriented instruction enhanced with ICT materials, their practices were observed to include shifting practices including deductive versus inductive teaching, subject-centered versus learner-centered mode of instruction. Considering the characteristics of the teachers representing curriculum in transition, as the newly assigned teachers from primary and middle schools, their relationship to the intended curriculum and the school environment still had a lot to explore. The teachers were observed to have lost some of the language competences due to long years of experience of teaching in primary and middle grade schools (Jadoon et al., 2020). In the event of gaps of knowledge or experience regarding the requirements of the intended curriculum,



mostly they were observed to resort back to their previous teaching experiences, mostly featuring teaching for “what is assessed” (Kirkgöz, 2009). According to Phaeton and Stears (2016), lack of knowledge to interpret the intended curriculum could impede teaching practices. In curriculum in transition, this view gained significance as teachers were given no orientation and they were mostly observed to interact with the intended curriculum and mediate learning through try and error method. As Jadoon et al. (2020) emphasized the previous English teaching experiences and teaching beliefs and perceptions of the teachers were entirely neglected. Teachers deprived of any kind of orientation or training to deal with the curriculum were left with no other option than to recall their previous experiences (Jadoon et al., 2020) until they accommodate themselves to understand both the content and the pedagogy (Kalugula, 2001; Komba & Mwandanji, 2015) in their new context. Likewise, in disconnected curriculum, the disconnection found in the conceptualization was found to be mirrored in the practices. Entirely isolated from the contextual factors, the teaching practices were observed to be mediated through teaching decisions impacted by personal value and preferences (Zhu et al., 2015). For instance, the disbelief in CLT (Okoth, 2016; Sakui, 2004) was reflected onto practices of not preferring to use and replacing it with Grammar Translation Method (GTM) as the method preferred and favored like the majority of English teachers (Karim, 2006).

Alongside the contextual factors in which the curriculum is implemented including various factors such as the curriculum itself, the learner and teacher characteristics, relationships, availability of resources as were discussed extensively, participation in curriculum conceptualization deserves a closer reflection to understand the congruency of teaching practices. As was found by Kobiah et al. (2015) there was a statistically significant relationship between participation in curriculum conceptualization and effective implementation. Also as Komba and Mwandanji (2015) cited HakiElimu (2012), poor conceptualization of implementation was translated into poor student performance in their case. Considering the curriculum development and planning processes in the country, teachers non-involved into the aforementioned processes and treated as technocrats of the curriculum only responsible to deliver it, lack of participation in curriculum conceptualization establishes a sound basis to understand the poor language competences of the

learners defined as “rudimentary” (Özen et al., 2013) in Türkiye.

As a result, based on classroom observations, review documents and results as were discussed, the results of this study indicate that teachers apply and put into practice the curriculum as they conceptualize it. Despite the common expectations of the top-down curricula to be implemented countrywide producing the same outcomes, the reality of the intended curriculum may encounter entirely different sense making processes depending on the contexts it enters. Similar to a deistic approach, the top-down curricula enforced and left to live its fate on its own without any guidance and/or supervision could produce various derivatives as was the case in this study. Depending on the contextual factors, the same top-down intended curriculum could take the form of transformative curriculum or curriculum in transition at best. However, the same intended curriculum may lose most of its characteristics and remain alien taking the form of a reduced idiosyncratic or disconnected curriculum conceptualization. As was stated at the beginning as part of the problem statement in this study, although the secondary education learners’ language competences are found “rudimentary” and “unsatisfactory,” little has been done to understand the congruence between the mindset of the teachers and their teaching practices. Therefore, the results of this study establish that before focusing on the outcomes of the intended curriculum and judging the teachers for unsuccessful implementation practices, the contextual differences, curriculum development and planning procedures and the role of the teacher in these processes should be reconsidered, reflected, and adjusted.

#### **5.1.4. Impacts of the Pandemic on the Teachers’ Curriculum Practices in Case Resonance and Case Dissonance**

Finally, the impact of the pandemic on the teachers’ curriculum practices were examined by unfolding the congruency between the teachers’ practices and the intended curriculum during ERT, and shedding light on the post-pandemic insights of Covid19 on curriculum implementation. To achieve this end, the interview data drawn semi-structured individual in-depth interviews and the document of the intended curriculum were analyzed.

Regarding the congruence between the teachers’ practices and the intended

curriculum, despite nuances, a highly non-overlapping picture was revealed. During the pandemic, instruction was understood to be delivered through subject-centered, mechanical versus meaningful (Avci, 2023) teaching practices, mostly based on lecturing as a method. The focus on features and content organization dimensions was understood to be replaced with “what could be transmitted as content.” The results also indicated that the focus in teaching practices featured the structure of the language instead of language competences, failed feedback mechanisms due to lack of assessment practices which as entities were in stark contrast with the requirements of the intended curriculum. Although defined to be the same as it was before the pandemic in Case Dissonance, teachers’ descriptions in both cases regarding teaching during ERT painted almost the same picture.

Overlapping with the results of Avci (2023) mainly the establishing reasons of the incongruence emerged to stem from indecisive assessment policies of MoNE during ERT, failed assessment practices of any kind, and cameras turned-off policy. In contrast to what Chen et al. (2020) and Nasr (2020) suggested as adjusting the assessment approaches with an emphasis on performance assessment to support the well-being of the learners with a humans-first approach or apply a multimodal assessment (Ross et al., 2020), during ERT in both cases, the indecisive assessment approach of MoNE was depicted to lead to fluctuating attendance rates (Avci, 2023). Besides, those decisions created fake attendees who just logged in but were not there or contributing; deliberate non-attendance, low student motivation and engagement, and lack of parental support in the lessons. On the other hand, the failed rapport between the teacher and the students as a result of the impossibility to achieve direct contact with students (Rap et al., 2020), lack of knowledge about students (i.e., background knowledge, learning deficits), low motivation of the learners affecting student engagement and participation (Rap et al., 2020) emerged to be regarded in connection to the cameras-off policy.

Indigenous to the realities of Case Dissonance, on the other hand, another additional reason spotted was the digital divide (Pini, 2020). Emerging “when a group’s access to digital technologies and resources differs based on a group’s race, socioeconomic status or national identity” (McLaughlin & Resta, 2020), digital divide among the learners featured by low socioeconomic status could have impeded the teaching

learning processes. Supporting the literature, the low congruence in this particular setting of Case Dissonance was indicated to originate from inadequate internet infrastructure (Bayburtlu, 2020; Sari and Nayir, 2020), limited internet access (Bakioğlu & Çevik, 2020; Sari & Nayir, 2020; Wilder, 2020), technical difficulties (Joshi et al., 2020) mostly experienced in the rural areas and lack of equipment (i.e., tablets, mobile phones).

Although ultimately the teachers' familiarity with educational technologies seemed to have increased and they were provided the technological support needed during ERT, lack of adequate knowledge and experience (Sari & Nayir, 2020; van der Spoel et al., 2020) at the beginning, additional knowledge needs about technological tools and technological pedagogical knowledge might have influenced teachers' practices negatively. Additionally, considering that ERT was based thoroughly on digital technologies, as was indicated by van der Spoel et al. (2020), teachers' perception of technology could be a significant factor, as to a large extent it plays a distinctive role in teacher professionalization for being able to incorporate it effectively in teaching practices. ERT by its nature in most cases lacks a design process as it mostly aims to provide quick access to instruction (Hodges et al., 2020). Therefore, teachers forced to alter and transfer their instruction into the digital platforms at a very short time span without any sufficient training focusing on how to teach (Baran 2014; Hadar et al., 2020) might have been devoid of the chance to grow familiarity with technological tools and develop the required knowledge and skills to support learning with ICT tools (Avci, 2023; van der Spoel et al., 2020). In addition to this, in both cases, teachers' interest in developing e-Twinning projects emerged as a factor supporting teachers' technological and partially technological pedagogical knowledge to different degrees. Whereas in Case Resonance knowledge growth in technological tools was incorporated in teaching practices to an extent, in Case Dissonance it remained on the level of stagnant knowledge not effectively incorporated into teaching practices.

The advantages highlighted in both cases were about the quick access to content and pace of teaching, having extra time for professional development, and reduced impact of the external stimuli interrupting teaching practices.

In sum, the goal of the curriculum to raise confident and self-sufficient language

users by providing learners motivating, engaging learning environments failed during ERT due to the aforementioned reasons as were discussed yielding incongruence with the intended curriculum.

Regarding the post-pandemic insights of the pandemic on teaching practices, some teachers reported experiencing difficulty in adapting to face to face education due to low readiness to teach, recessed organization skills and procrastination in preparing for the lesson. Similarly, according to teachers, the learners who did not/could not attend the lessons were facing academic loss and decreased self-confidence.

However, as a post pandemic insight, most of the teachers were observed to have developed knowledge in educational technologies, extended use of web 2.0 tools in face to face education by transferring the knowledge during ERT. For instance, compared to the material selection before the pandemic, there emerged an increased use of interactive forms of materials representing a substituting shift from print materials to digitals.

Ultimately, clues of a state of rethinking of the curriculum as a concept were observed in two teachers' descriptions. As a result of a long period experiencing ERT, both teachers were found to have inquiries about the existing curriculum and system requiring learners to spend long hours at schools. Accordingly, an ultimate hybrid language teaching curriculum was implied as a resolution to the inquiries. In this respect, teachers' level of awareness, knowledge, problems encountered and resolutions found, their perceptions, attitudes and beliefs of language learning and teaching, and motivations might have evolved and shaped during their particular journey of teaching through ERT. The reason of this evolution in these teachers and not the others also could stem from the isolation during ERT with low interaction among colleagues, time spared in understanding the phenomenon they were going through.

As a result of the pandemic, curriculum as a dynamic organism adapting to its environment, and teaching practices of the teachers can be concluded to have been influenced, altered and/or evolved in various ways during ERT. However, the incidence of a noteworthy shift in the teachers' curriculum conceptualizations cannot be claimed.

## **5.2. Implications of the Results**

Based on the noteworthy results as were discussed above on curriculum conceptualization and the congruency of those conceptualizations with the intended curriculum and the teachers' practices, the study yielded considerable implications both for educational practices and further educational research on curriculum inquiry.

### **5.2.1. Implications for Educational Practice**

The examination of the conceptualizations of English teachers working in different types of high schools revealed different perspectives influenced highly by the contextual factors including the curriculum itself. Additionally, the congruence between those conceptualizations and the intended curriculum was found to rely on the characteristics of the conceptualization itself. Depending on those characteristics, the congruence was either fragmented, fully aligned, in transition or disconnected. Ultimately, regarding the congruence between curriculum conceptualizations and teachers' practices, the teachers' practices were observed to be aligned with how the curriculum was conceptualized, which means the curriculum was implemented as it was understood by the teachers. In the trajectory of these results of the study, the implications for educational practice implied were as follow:

Initially, the results showed that the characteristics of the different contexts considerably have a significant impact on how the curriculum is conceptualized. As a sample of a situational analysis, this study suggests that enforcing a top-down countrywide curriculum would sacrifice equity for a so-called equality and reinforce the reproduction of inequalities of opportunities. The same curriculum enforced to different types of public high schools with the same intended outcomes is in stark contrast to the learner-centred approach emphasised in the current intended curriculum. In this respect the processes of curriculum development, design and planning should be reconsidered and re-planned with a contextualized approach. If the stakeholders sincerely put the learner at the centre of all educational practices, aligning to that fact, then all the curricular practices must evolve around the different needs of learners studying at different schools. Considering the fact that the teachers implement the curriculum in line to their conceptualization fitting the context it

thrived, it can be purported that the success of a closely aligned implementation proceeds through the existence of a contextually relevant intended curriculum. To this end, referring to curriculum development, design and planning policies, a contextualized approach is needed recognizing the different needs of the learners, in which teachers are recruited as a part and actively are involved.

In line with the results of the study, the teachers' beliefs, perceptions and motivations were found to be influenced by the contextual factors and teachers reported remarkable difficulties in accommodating to the context in teaching practices when they were appointed to work at a different type of high school. In this respect, the study yields implications both for teacher education programs at the universities and in-service teacher training stakeholders in charge at ministerial level. Established by the results of the study, it was understood that experience in different types of high schools is not an easy transition for the teachers as each context required the construction of a new mind-set accommodating to its reality. In this respect, the universities in their teacher education programs are strongly suggested to review and evaluate their teaching programs on level of inclusiveness with respect to different types of secondary and vocational education institutions. In line with the reality of the school systems in the country, teacher education programs initially should reconsider to what extent the pedagogical courses recognize the reality of different types of high schools in their curricula or not. Instead of focusing pre-service teachers' attention on the idealized version of the theory, the instructors are suggested to find paths to canalize and help them understand and contextualize the theory they learn according to those different contexts they probably would teach in their future career. In this regard, although still theory remains as the leading agent, pre-service teachers should be able to apply and reconstruct it according to the widely known realities of the different school contexts. For instance, simply to put, the pre-service teachers should be able to apply their theoretical knowledge and prepare a lesson plan according to different school contexts. In other words, the conceptual preparation in teacher education should aim to equip the prospective teachers with the contextual variations and probabilities from the very beginning. To the best knowledge of the researcher, preparation should start in theory proceeding to practice, not the vice-versa. However we support and strongly suggest a holistic approach introducing the pre-service teachers with different realities of schools in the

country in all courses given, inclusion of a course preparing the pre-service teachers considering different types of high schools can be an option. Additionally, the rationale in planning the practicum locations of pre-service teachers is strongly suggested to be based on variety paving the way to encounter as many different contexts as possible. Thereby, getting to know the realities of different types of high schools, pre-service teachers would be in contact with the reality, build different options in their mind-sets instead of losing considerable time in adapting to that reality in the future. This may even ease the probable future burn-out, retention, and commitment problems in the teachers' careers.

Considering the resultant four different curriculum conceptualizations of teachers, the discovery of four different realities could be regarded bringing in implications both for the teachers and the curriculum. If the conceptualizations explored would be located, the flow would follow a continuum of disconnected curriculum, reduced idiosyncratic curriculum, curriculum in transition, and transformative curriculum. According to the criteria of the meaning of the text, the intended curriculum would face the highest level of meaning loss in disconnected curriculum while the least would be represented in transformative curriculum. On the contrary, regarding the criteria of relevance in practice, while the intended curriculum would attain the highest relevance in practice in transformative curriculum conceptualization, it would be the least in disconnected curriculum. From the perspective of teachers, on the other hand, the teachers conceptualizing the curriculum as reduced idiosyncratic were found to feel insecure in their thoughts and acts, with low motivation, job satisfaction and self-efficacy. On the contrary, considering disconnected curriculum as an extreme case, while the transformative curriculum conceptualizers were far more confident, decisive, with higher motivation, job satisfaction and self-efficacy the teachers representing curriculum in transition although were motivated, still displayed lower self-efficacy. Additionally, while the teachers in transformative curriculum were in search of professional development activities and teaching methods pushing the boundaries of the intended curriculum, and the teachers in curriculum in transition were simply struggling to accommodate; the reduced idiosyncratic curriculum conceptualizers were putting effort simply to survive the hindrances, and reported to have lost most of their knowledge in time. Accounting for the aforementioned impact of the curriculum conceptualizations on the intended



curriculum and the teachers, this study implies and underlines that in-service training need to adapt to the dynamic nature and changing conditions at schools and the curricula. In this respect, firstly, teachers particularly working in VTAHS who are reduced idiosyncratic curriculum conceptualizers were found to be in a desperate need of professional guidance and help in interpreting, adapting, and implementing the curriculum as aligned to each other. Although great effort was put to implement the curriculum, at some point, due to lack of professional guidance, teachers were found to live in a constantly suspicious state of mind questioning whether they were doing the right thing or not. Accordingly, although the ideal is to recruit curriculum specialists at each school at the ministerial level, at least the foundation of curriculum departments at district levels is strongly recommended to guide the teachers in their curricular decisions. On the other hand, the teachers who are appointed to work at a secondary education institution or a different type of high school were revealed to be severely in need of orientation. Well-established and systematically followed orientation initiatives at the level of district directorates of national education and in-school are considerably significant in facilitating teachers' transition. Thereby, the teachers could accommodate to the intended curriculum and the realities of the new context in a smooth transition without confusion. Therefore, support and opportunities should be given to teachers provoking their needs at national, district and school level. Provision of support can directly or indirectly contribute to the curriculum conceptualizations of teachers by increasing their subject-matter, content, pedagogical and technological knowledge and motivations.

### **5.2.2. Implications for Further Educational Research**

This study also implicated considerable results referring to areas that need to or can be studied further. The aim in clarifying those areas is to guide the educational researchers to explore and conduct further studies relevant with curriculum conceptualizations of teachers and the congruence between those conceptualizations and the teachers' practices.

First of all, to understand the curriculum conceptualizations of the teachers who were working in different contexts, this study was conducted at a VTAHS and an AHS, which still offers various other types of schools to be explored such as Science High

Schools and Social Sciences High Schools and other types categorized under Vocational Education General Directorate. Therefore, the four different curriculum conceptualizations yielded as a result of the study pertain only to those settings the study was conducted in.

Secondly, the study was conducted with the English teachers in both contexts, selected through inclusive criteria to reveal the reality as it is. The richness in the characteristics of the participants nurtured the study remarkably to understand curriculum conceptualizations of teachers. For instance, as an unexpected but considerably helpful group of teachers were the newly appointed teachers to one of the contexts who remarkably contributed to the breadth and depth of the study. Therefore, what we consider and can suggest to be studied for now is the curriculum conceptualizations of the newly graduate teachers, and the teachers who were not graduates of education faculties. Additionally, the other groups of teachers from different areas of study also seem as a promising vast scope to unfold curriculum conceptualizations.

On the other hand, the study as a multi-case design yielded broad and rich insights providing a wide spectrum to interpret the findings. However, the richness brought about new areas to be further explored such as the conceptualization process of the newly assigned teachers, of whom the process still was in transition and “yet to be completed.” This aspect of transition and the process could be better and widely monitored and explored through ethnography.

To sum up, the literature includes a vast body of knowledge helping to construct meaning about curriculum. However, that body of knowledge mostly emanates from curriculum theoreticians. This study in this regard contributed to the literature from a very different perspective and attempted to comprehend the teachers’ curriculum conceptualizations and understand how they construct or reconstruct those conceptualizations. Although rising on the legacy of the field of curriculum, instead of reproducing or merely relating to the already known concepts in the field, the different meanings reached in different contexts unfolded new concepts to be understood, further examined and handled through curriculum inquiry. As a result, we managed to understand that the intended curriculum could exist in four different forms depending on the realities they thrive, as derivatives of the intended

curriculum represented as reduced idiosyncratic curriculum, disconnected curriculum, curriculum in transition and transformative curriculum conceptualizations. Adding to this, more studies are needed to promote this curriculum inquiry and curriculum theory.

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## APPENDICES

### A. SEMI-STRUCTURED INDIVIDUAL TEACHER INTERVIEW SCHEDULE

#### Yarı Yapılandırılmış Öğretmen Görüşme Formu

Değerli katılımcı /meslektaşım,

Ben de İngilizce öğretmeniyim, aynı zamanda Orta Doğu Teknik Üniversite'si Eğitim Programları ve Öğretim anabilim dalında tez aşamasında olan bir doktor adayıyım. “İngilizce öğretmenlerinin eğitim programını kavramsallaştırmaları ve eğitim programının uygulanması” başlıklı tezim için veri toplamaktayım. Burada bulunmamın temel nedeni, araştırma sorularımın cevap bulabilmesinde oldukça önemli olan görüş ve düşüncelerinizi öğrenebilmektir. Amacım siz değerli öğretmenlerimin eğitim programını nasıl kavramsallaştırdığını anlayabilmek ve bu kavramsallaştırmanın eğitim programının uygulanması üzerindeki olası yansımalarını incelemektir. Çalıştığınız okul koşulları çerçevesinde eğitim programına ilişkin yorumlarınızın, eğitim programını bu bağlamda (okulda) sizin gözünüzden görebilmeme ve anlayabilmeme çok büyük bir katkı sağlayacağına yürekten inanıyorum. Eğitim programlarında hem ulusal hem okul bazında önemli ve faydalı verilerin elde edilebilmesinde sizlerin yorumları ve bakış açısı büyük önem taşımaktadır.

Ayrıca belirtmeliyim ki, isminiz ve kişisel bilgileriniz araştırmada kimliğinizi açık edecek bir şekilde kullanılmayacak, paylaşacağınız bilgiler gizli tutulacak ve araştırma amaçları dışında hiçbir biçimde üçüncü kişi, kurum veya kuruluş ile paylaşılmayacaktır.

Görüşme esnasında size yöneltilen sorulardan herhangi birinden rahatsız olmanız durumunda görüşmeyi sonlandırabilir ve görüşmeden çekilebilirsiniz. Yapılan kaydın silinmesini isteyebilirsiniz. Görüşmemizin, yaklaşık olarak bir saat sürmesini öngörmekteyim. Merak edip sormak istediğiniz herhangi bir şey varsa tereddüt etmeden sorabileceğinizi belirtmek isterim.

İzniniz olursa, görüşme sonrası konuştuklarımızı yazıya dökülebilmek ve elde edeceğim veriyi analiz etmede neler konuştuğumuzu tam olarak hatırlayabilmek amacıyla görüşmeyi kayıt altına almak istiyorum. Çalışma hakkında bilgi edinmek isterseniz ..... e-posta adresinden benimle iletişime geçebilirsiniz.

Ayırdığınız vakit ve sağlayacağınız katkı için şimdiden çok teşekkür ederiz.

Nevin AVCI: Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Eğitim Programları ve Öğretim Bölümü

Prof. Dr. Ahmet OK: Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Eğitim Programları ve Öğretim Bölümü.

## **Bölüm I**

### **Kişisel Bilgiler**

Mezun olduğunuz Kurum/Fakülte/Bölüm:

Eğitim durumunuz:

Kaç yıldır öğretmenlik yapıyorsunuz?:

Şu an çalıştığınız okuldan farklı (Örk: Genel Anadolu Lisesi/Meslek Lisesi/Fen Lisesi) bir ortaöğretim kurumunda öğretmenlik yaptınız mı?:

Yürürlükte olan eğitim programını kullanarak bu okulda ne kadar süredir öğretmenlik yapıyorsunuz?

## **Bölüm II**

Görüşmemizin bu bölümünde amacım, İngilizce eğitim programı ile ilgili düşüncenizi/görüştünüzü ve tecrübelerinizi öğrenmektir.

1. Bu okulda İngilizce öğretmeni olarak görev yapmakla ilgili düşünceleriniz nelerdir? (Okulun dil öğretimine yaklaşımı, öğrenci profili, okulun tesisleri, alt yapısı ve yönetim).

2018 yılında güncellenen İngilizce Eğitim Programında genel amaç “öğrencileri ilgi çekici, motive edici, ilham verici ve eğlenceli öğrenme ortamlarına dâhil etmek ve böylece etkili, akıcı ve kendi kendine yetebilen dil kullanıcıları olmalarını sağlamak” olarak ifade edilmiştir.

2. Çalıştığınız okuldaki koşulları göz önünde bulundurarak, sizce bu okulda bu amaca ulaşmak ne derece mümkündür?
  - Okulunuzdaki herhangi bir sınıf ortamını tarif eder misiniz? (öğrenme ortamı)
  - İngilizce dersleri kapsamında, sizce, bu okulda okuyan öğrencilerin ne çeşit bilgiye ihtiyaçları vardır? (nispeten daha önemli olabilecek bilgi, beceri)
  - Bu okuldaki “öğretmen rolleri, öğrenci rolleri, öğrencilerin öğrenme stilleri, öğrencilere karşı yaklaşım ve öğretmen beklentileri” hakkında neler söylemek istersiniz?
3. Eğitim programı belgesinde (tasarısında) program eylemsel (action-oriented) olarak tanımlanmakta ve programın büyük ölçüde görev esaslı öğrenme (task-based learning) ve beceri temelli öğrenme (skills-based learning) yöntemleri üzerine kurulu olduğu ifade edilmektedir.

Bu okulun koşulları ve öğrencilerinin ihtiyaçları dikkate alınırsa, bu yaklaşımların uygulanabilirliği ve verimliliği hakkında ne düşünüyorsunuz?
4. Sizce salgın dönemi acil uzaktan öğretim, eğitim programının amacına ulaşmasında veya ulaşamamasında nasıl bir rol oynamıştır?
5. Sizce iyi bir İngilizce eğitim programı nasıl olmalıdır? Siz nasıl bir program oluşturmak isterdiniz?
6. Uygulamakta olduğunuz İngilizce eğitim programının içerik niteliklerini (örn: öğrencilerin yaşına, gelişim özelliklerine uygunluğu; eğitim programının genel amacına uygunluğu, konuların sıralanışı, bilimsel gerçeklere ve güncel konulara göre düzenlenmesi vb.) anlatabilir misiniz?
7. Bu okul bağlamında ve öğrencilerinizin ihtiyaçları perspektifinden bakarsak İngilizce eğitim programındaki,
  - İçerik öğrencilerinizin ihtiyaçları ve okulun misyonuyla ilişkili mi?
  - İçerik, eğitim programının amacına ulaşabilmesi için yeterli mi?

- İçerikle ilgili herhangi bir sıkıntı/sorun yaşadınız mı? Çözüm konusunda neler yaptınız, ne tür önlemler aldınız?
  - İçeriği değiştirecek olsanız, neler yapmak ve değiştirmek isterdiniz?
8. Salgın dönemi acil uzaktan öğretim sırasında eğitim programı içeriği konusunda bir sorunla karşılaştıysanız bunları nasıl tanımlamak istersiniz? Örnek verebilir misiniz?
9. Bu okulda herhangi bir sınıfta bir ders işleyişinizi anlatır mısınız?
- Derse hazırlık amacıyla neler yapıyorsunuz?
  - Derse genelde nasıl başlar, dersi ne şekilde geliştirir ve sonlandırırınız? (dersin akışı)
    - Ders işlerken en sık kullandığınız öğretim yöntem ve teknikleri nelerdir?
    - Ders işlerken kullanmakta zorlandığınız bir öğretim yöntemi (metodu) var mıdır? Varsa, açıklar mısınız?
    - Ders öğretiminde genellikle ne çeşit materyaller (araç gereçler) kullanırsınız?
    - Dersinizde teknoloji araç gereçlerinden nasıl faydalanırsınız?
    - Ders sırasında en sık gözlemlediğiniz öğrenci davranışları nelerdir? (öğrenci rolü)
    - Ders anlatmada sizin için zorlayıcı/yorucu olan kısım hangisidir? (derse hazırlık, araç gereç kullanımı, bazı yöntem ve tekniklerin uygulanması)
10. Salgın dönemindeki program uygulamalarınızın ders işlenişi, araç gereç kullanımı ve öğretim yöntem ve teknikleri açısından nasıl etkilendiğini anlatır mısınız?
11. Farz edelim ki ben bu okula yeni atanmış bir öğretmenim (meslek lisesinden / genel liseden). Bu okuldaki İngilizce öğretmeni görevleri, rolleri ve sorumlulukları (ders işleyişi, ders planlama, ders materyali hazırlama, öğrencilerle ve ebeveynlerle iletişim vb.) ile ilgili bana ne tavsiye ederdiniz?
12. Bu programı başka bir okulda (Fen lisesi/ genel lise/ meslek lisesi) uygulamanız istense, uygulamalarınız değişir miydi? Niçin? Nasıl?
13. Bu okulda öğrencilerin dil becerilerini (tümü) ölçmek için hangi ölçme metotları ne şekilde kullanılmaktadır?
- Ders anlattığınız sırada öğrettiğiniz bir şeyi öğrencilerin öğrenip öğrenmediğini belirlemek için neler yapıyorsunuz?
  - Sizce bu okulda öğrenci öğrenmelerini alternatif metotlarla (proje, e-portfolyo, iletişimsel görevler vb.) ölçmek mümkün mü? Niçin?
14. Salgın dönemi acil uzaktan öğretim sırasındaki ölçme değerlendirme pratikleriniz (ders esnası, ünite (tema sonu) gibi) ile ilgili neler söylemek istersiniz?
15. İngilizce eğitim programı temelinde, öğrenci öğrenmelerini bir fen lisesi/genel lise/meslek lisesinde ölçmeniz istense kullanacağınız ölçme değerlendirme yöntemleri değişir miydi? Nasıl?
- 
16. İngilizce eğitim Programını belli bir süre uygulamış bir öğretmen olarak sizce programın güçlü ve zayıf yanları neler?

Paylaştığınız bilgi, düşünce ve duygularınız için çok teşekkür ederim. Paylaşımınıza ilişkin en ufak bir endişeniz olduğu takdirde bir şey eklemek veya çıkarmak isterseniz, iletişime geçmekte tereddüt etmemenizi rica ederim. Görüşmemiz tamamlanmıştır.

## B. SEMI-STRUCTURED CLASSROOM OBSERVATION SCHEDULE

### Yarı Yapılandırılmış Sınıf Gözlem Formu

Hazırlanan bu gözlem formunda amaç eğitim programı uygulamaları konusunda doğrudan sınıf ortamını gözleyerek veri toplamaktır. Milli Eğitim Bakanlığı, okul türleri arasındaki farklılıklara rağmen, bütün okullarda ortak bir program uygulatmaktadır. Bu doğrultuda, gözlem amaçlarından birincisi farklı okul türlerinde uygulanan programın amaçlanan gerekliliklerinin yapılabilir durumda olup olmadığını gözlemlemektir. İkinci gözlem amacı ise öğretmenlerin eğitim programı kavramsallaştırmaları ile okul düzeyinde uygulanmakta olan program uyumunu gözlemlemektir.

Bu bağlamda, öğretmenlerin sınıfta programı uygulamada neyi nasıl aktardığı ve buna ilişkin süreçlerin akışı gözlemlenecektir. Bu amaçla aşağıdaki özellikler/faaliyetler gözlemlenmeye çalışılacaktır.

Aşağıda, gözlem esnasında araştırmacıya kılavuzluk edecek çerçeve sorular yer almaktadır:

#### Gözlem soruları: Gözlenecek boyut ve özellikler/faaliyetler

Tarih:	
Gözlem 1	Sınıf:
Saat:	Öğretmen 1
Tanımlayıcı	Açıklayıcı
<b>Ortam:</b> Programın uygulandığı ortamın fiziksel özellikleri ile ilgili bilgi toplama, 1. Ortam programın uygulanmasına ne kadar müsaade etmektedir? 1.1.Sınıf büyüklük, tavan yüksekliği, ışıklandırma ve sınıfta kullanılan renkler açısından programın uygulanmasına katkı sağlayacak nitelikte midir? 1.2. Sınıftaki düzen ve donanımlar nasıl organize edilmiştir? 1.3. Sınıftaki teknolojik araçların konumu ve durumu (sağlamlık ve güvenli kullanıma elverişlilik) ders işlemeye uygun mudur?	
<b>Süreç:</b> 1. Öğretmen derse nasıl başlamakta, dersi ne şekilde geliştirip sonlandırmaktadır? 2. Öğrenciler derse dâhil edilmekte midir? 3. Dersin işlenişindeki odak dil becerisi/leri	

<p>(okuma, yazma, dinleme, konuşma) hangisi/leridir?</p> <ol style="list-style-type: none"><li>4. Öğrencilerin dinleme ve konuşma dil becerisi gelişimleri ne şekilde desteklenmektedir?</li><li>5. Ders işlenişinde genellikle hangi yöntemler ve teknikler kullanılmaktadır? (Program içeriği öğrencilere hangi yöntem ve tekniklerle verilmekte/paylaşılmaktadır?)</li><li>6. Öğretmen dersi işlerken program içeriğine hangi araç gereçlerle erişim sağlamaktadır?</li></ol>	
<p><b>Ölçme</b></p> <ol style="list-style-type: none"><li>1. Öğrenciler dersteki durumlarına ilişkin (olumlu, eksik veya geliştirilebilir) hangi yöntemlerle (öz, akran, ebeveyn, öğretmen, teknoloji aracılı) değerlendirilmekte ve dönüt almaktadır?</li><li>2. Öğrenme çıktıları ne şekilde ölçülmektedir (sonuç odaklı/ süreç odaklı)?</li></ol>	

## C. APPROVAL OF THE METU HUMAN SUBJECTS THICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ  
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Sayı: 28620816 /

29 EYLÜL 2021

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

**Sayın Ahmet OK**

Danışmanlığını yürüttüğünüz Nevin AVCI'nın "Öğretmenlerin Öğretim Programını Kavramsallaştırmaları Perspektifinden Öğretim Programının Uygulanması: Çok Merkezli bir Durum Çalışması" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **391-ODTU-2021** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Dr. Öğretim Üyesi Şerife SEVİNÇ  
İAEK Başkan Vekili

## D. INFORMED CONSENT FORM

### ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, Prof. Dr. Ahmet Ok danışmanlığında, ODTÜ doktora öğrencisi Nevin Avcı tarafından yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

#### **Çalışmanın Amacı Nedir?**

Çok merkezli araştırma deseni olarak tasarlanan bu çalışma iki amaca dayanmaktadır. İlk olarak çalışma, farklı türdeki devlet ortaöğretim kurumlarında çalışan İngilizce öğretmenlerinin öğretim programı kavramsallaştırmalarını incelemeyi amaçlamaktadır. İkinci olarak çalışma bu kavramlarla, farklı okul türlerinde uygulanmakta olan öğretim programı arasındaki uyumu araştırmayı hedeflemektedir. Böylelikle çalışmanın, öğretmen program kavramsallaştırmaları aracılığı ile amaçlanan programın ne kadar uygulandığını ve uygulanan programla amaçlanan program arasındaki olası uyumsuzluk veya çelişkileri ortaya çıkarması beklenmektedir.

#### **Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?**

Araştırmaya katılmayı kabul ederseniz, yaklaşık olarak 50-60 dakika sürecek, pandemi şartlarına göre görüntülü görüşme aracılığı ile, yüz yüze eğitimin başlaması durumunda ise yüz yüze gerçekleştirilecek bir mülakata katılmanız beklenmektedir. Mülakatta, eğitim programının çalıştığınız okuldaki uygulamalarına yönelik sorular yöneltilen bu sorular aracılığı ile eğitim programının kavramsallaştırılması araştırılacaktır. Bu doğrultuda, bu okuldaki tecrübelerinizi öğrenmeye yönelik, ders işleme, kullanılan yöntem ve teknikler, araç ve gereçler, ölçme ve değerlendirme vb. pratiklerinize ilişkin sorular sorulacaktır. Yapılan mülakat araştırmacı tarafından kaydedilecektir.

#### **Sizden Topladığımız Bilgileri Nasıl Kullanacağız?**

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Mülakat sırasında sizden kimlik veya çalıştığınız kurum/bölüm/birim belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacı tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

#### **Katılımınızla ilgili bilmeniz gerekenler:**

Çalışma, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye, çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.



**Arařtırmayla ilgili daha fazla bilgi almak isterseniz:**

Bu alıřmaya katıldığınız için řimdiden teřekkür ederiz. alıřma hakkında daha fazla bilgi almak için iletiřime gemekten ekinmeyiniz. Nevin Avcı: .....

***Yukarıdaki bilgileri okudum ve bu alıřmaya tamamen gönüllü olarak katılıyorum.***

(Mülakatın uzaktan gerekleřtirilmesi durumunda, formu doldurup imzaladıktan sonra formu arařtırmacıya fotoğraf olarak veya Pdf dosyası řeklinde sosyal medya uygulamaları veya e-mail aracılığı ile ulařtırabilirsiniz.)

İsim Soyad

Tarih

İmza

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## E. SAMPLE WRITTEN EXAM IN CASE DISSONANCE

XXX MESLEKİ VE TEKNİK ANADOLU LİSESİ 2021-2022 EĞİTİM ÖĞRETİM YILI  
9. SINIF İNGİLİZCE DERSİ 1. DÖNEM 1. YAZILI / UYGULAMA SINAVI SORULARIDIR.

Name Surname : \_\_\_\_\_ Date : \_\_\_\_\_

Class – Number : \_\_\_\_\_ Point : \_\_\_\_\_

### A-) READING

**Read the dialogue and write True or False.(Diyalogu okuyunuz.True(doğru)/False(yanlış) yazınız.) (5x3=15p.)**

**Mustafa** : Hi, Ahmet! What are you doing?

**Ahmet** : Well, I live in Greece. I got married and moved there.

**Mustafa** : Really? Is your wife Greek?

**Ahmet** : No, she is Turkish. She is a diplomat.

**Mustafa** : What do you do there?

**Ahmet** : I'm an engineer. What is your job?

**Mustafa** : I'm a taxi driver.

**Ahmet** : Good job. Are you married?

**Mustafa** : Yes. My wife is English. We go to England in summer because it is warm there.

**Ahmet** : That's nice. Well, Mustafa, it was great to see you again.

**Ahmet** : It was nice seeing you, too.

- |   |                                       |
|---|---------------------------------------|
| 1. Ahmet lives in England. _____                | 4. Mustafa is a taxi driver. _____    |
| 2. Ahmet is an engineer. _____                  | 5. Mustafa's wife is Turkish. _____   |
| 3. Ahmet got married and moved to Greece. _____ | 6. They go to Turkey in summer. _____ |

### B-) VOCABULARY

**Translate the words into Turkish. (Kelimeleri Türkçe'ye çeviriniz.) (9\*1=9p)**

worker:	sister:	library:	grandfather:	engineer:
housewife:	brother:	butcher's:	student:	pharmacy:

### GRAMMAR

**C-) Fill in the blanks with "have got/has got/haven't got/hasn't got" (Boşlukları "have got/has got/haven't got/hasn't got" ile tamamlayınız.) (5x2=10p.)**

- I \_\_\_\_\_ friends. (+)
- I \_\_\_\_\_ a computer (-)
- Buğra \_\_\_\_\_ a cat (-)
- Hakan \_\_\_\_\_ a motorbike. (+)
- We \_\_\_\_\_ a beautiful school (+)

**D-) Circle the correct option.(Doğru seçeneği daire içine alınız.) (5x2=10p.)**

- |  |  |
|--|--|
| 1. There isn't / There aren't any girls in our school. | 4. There is / There are an airport in İstanbul.      |
| 2. There is / There are a restaurant next to my house. | 5. There is / There are lots of trees in our garden. |
| 3. There isn't / There aren't a cinema in Akyazi.      |  |

**E-) Choose the correct prepositions to complete the sentences.(Cümleleri doğru edatla tamamlayınız.) (5x2=10p.)**

- |   |             |            |          |
|---|-------------|------------|----------|
| 1. There is a computer _____ the table.         | a) on       | b) between | c) under |
| 2. There is a window _____ my bed.              | a) under    | b) behind  | c) in    |
| 3. The cinema is _____ the café and the market. | a) on       | b) between | c) under |
| 4. Our house is _____ the school.               | a) opposite | b) on      | c) in    |
| 5. I live _____ Sakarya.                        | a) in       | b) at      | c) near  |

### F-) WRITING

**Pick one of the topics below. Write at least 5 sentences.(Birini seçip en az 5 İngilizce cümle yazınız)(5\*3=15p)**

1. Introduce yourself (Kendini tanıt)
2. Talk about your room. What have you got? What is there in it? (Odanda neler var)

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**G-) LISTENING**

**Listen to the dialogue and tick the ones you hear. (Diyalogu dinleyerek duyduklarınızı işaretleyiniz) (8x2: 16p.)**

shopping mall (....)    grocery store (....)    cafe (....)    hospital (....)    supermarket (....)    cinema (....)  
library (....)    baker's (....)    butcher's (....)    newsagent (....)    clothes shop (....)    restaurant (....)

**H-) SPEAKING**

**Talk about following topics. (15p)**

**1.** Introduce yourself in details (Physical Appearance, Personality, Likes & Dislikes, Abilities)

What is your name?

How old are you?

Where are you from?

What is your job?

Where do you live?

What do you like doing?

**2.** Introduce one of your family members in details (Physical Appearance, Personality, Likes & Dislikes, Abilities)

**3.** Can you talk about your house? Your room? What have you got? What is there in it?

<b>Comprehension</b> <b>3p.</b>	<b>Vocabulary</b> <b>3p.</b>	<b>Pronunciation</b> <b>3p.</b>	<b>Accuracy</b> <b>3p.</b>	<b>Fluency</b> <b>3p.</b>	<b>Total</b> <b>15p.</b>

GOOD LUCK!...  
ENGLISH TEACHERS

## F. SAMPLE WRITTEN EXAM IN CASE RESONANCE

### HOBBIES

2021-2022 XXX Anatolian High School 11th Grades 1st Term 1stExam

Name–Surname: \_\_\_\_\_ Class: \_\_\_\_\_ Number: \_\_\_\_\_

#### A. LISTENING (25p)

Listen to the recording and choose the correct answers.

- |   |  |
|---|--|
| <p>1. Sandra is .... years old.</p> <ul style="list-style-type: none"><li>a.14</li><li>b.24</li><li>c.25</li><li>d.34</li></ul> <p>2. Sandra graduated from the university of Michigan ....</p> <ul style="list-style-type: none"><li>a. two years ago</li><li>b. last week</li><li>c. last year</li><li>d. last summer</li></ul> | <p>3. Sandra lives ...</p> <ul style="list-style-type: none"><li>a. with her friends</li><li>b. with her husband</li><li>c. with her family</li><li>d. alone</li></ul> <p>4. Sandra is living in .... now.</p> <ul style="list-style-type: none"><li>a. Michigan</li><li>b. Los Angeles</li><li>c. New York</li><li>d. Seattle</li></ul> <p>5. Sandra can speak ...</p> <ul style="list-style-type: none"><li>a. Spanish and Italian</li><li>b. Spanish and Chinese</li><li>c. German and Turkish</li><li>d. Chinese and Italian</li></ul> |
|---|--|

#### B. READING (25p)

Hello! My name is Brenda. I'm seventeen years old and I live in Glasgow, the biggest city of Scotland. We all have a hobby or a pastime that we love and enjoy. For some, it may be painting, while for others, it may be sports. The choice of a hobby is vast and it depends on the taste of the person. My hobby is stamp collection which is a great pastime. It is also known as 'philately'. I have a huge collection of stamps from all over the world. It all began when I was seven. While I was looking through my father's stamp album, I somehow got fascinated by it. At first I used to collect stamps that were on envelopes. My interest on it grew day by day and I started studying it deeply. Then, I spend my leisure time collecting stamps of different countries. Each stamp has a specific characteristic of that country. In this way, it helps to increase your awareness of each country, too. Sometimes, stamps may have pictures of great people of that country. In short, stamp collection is not only a hobby, but also a gateway to the awareness about other countries. This is a great hobby because I collect stamps that are rare to be obtained. Now, I have an album with a variety of stamps which are kept neatly and safely. I take great pleasure in stamp collecting.

Read the text and answer the questions in full sentence.

1. Can you write a title for the text?
2. What kind of hobbies do people have?
3. Which word has the same meaning with 'hobby'?
4. How did Brenda's interest in collecting stamps start?
5. Where does Brenda keep all her stamps

## HOBBIES

### C. WRITING (25p)

Write a short paragraph about your future/dream job by answering the questions below.

What are you going to be ?

Why did you choose this job?

Who can do this job?

What qualifications and skills does a person need to do that job?

What kind of opportunities does this job have? (Income, workplace, workday activities, vacation time, etc.)

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### D. SPEAKING (25p)

Konuşma Sınavı Değerlendirme Çizelgesi			Vocabulary	Fluency	Accuracy	Pronunciation	Coherence	Total
NUMBER	NAME	SURNAME	4	4	4	4	4	25

GOOD LUCK ☺

ENGLISH TEACHERS

## **G. CURRICULUM VITAE**

**NEVİN AVCI**

### **EDUCATION**

<b>Degree</b>	<b>Institution</b>	<b>Date of Graduation</b>
<b>Undergraduate Program</b>	Marmara University, Bachelor of Arts (B.A.) in English Language Teaching, İstanbul	<b>06/07/2007</b>
<b>Graduate Program (Master's Degree)</b>	Kocaeli University, Education Administration Inspection Planning and Economics	<b>25/06/2014</b>

### **PROFESSIONAL EXPERIENCE**

<b>Place and Time Period</b>	<b>Position</b>
2007-2016 Ministry of National Education	English Teacher
2016-2018 Commission of Textbook Writing for Secondary Education	Curriculum Specialist
2019-2020 Commission of Development of Instructional Materials for Secondary Education	Curriculum Specialist
2020-2021 Commission of Development of Instructional Materials for Secondary Education	Curriculum Specialist
Commission of Workbook Writing for Primary Education	Curriculum Specialist

2021-2022

Commission of Development of Instructional Materials Curriculum Specialist  
for Secondary Education

2022-2023

Commission of Textbook Writing for Secondary Curriculum Specialist  
Education

## **AWARDS AND HONORS**

2017-2018 Academic Year

METU Graduate Courses Performance  
Award as the most successful student in  
the Ph.D. Program of the Department of  
Curriculum and Instruction, with a  
CGPA of 4.00/4.00

May, 2017-2019

TÜBİTAK (The Scientific and  
Technological Research Council of  
Turkey) – 2211 National Ph.D.  
Scholarship

## **PUBLICATIONS**

Avci, N., & Aksu, M. (2019). The effect of cooperative learning on primary-  
elementary pre-service teachers' academic achievement in Turkey: A  
systematic review. *International Journal of Social Sciences and Education  
Research*, 5(2), 122-141. <https://doi.org/10.24289/ijsser.512133>

Avci, N., Erikci, B., & Ok, A. (2021). The evaluation of the secondary education  
basic mathematics curriculum through Stake's Responsive Evaluation Model.  
*Journal of Qualitative Research in Education*, 27,1-25.  
doi:10.14689/enad.27.2

Avci, N., & Engin-Demir, C. (2021). Promoting the vocational English language  
competences of students in an English for Specific Purposes context: A needs

assessment. *Psycho-Educational Research Reviews*, 10(3), 125-139. DOI: 10.52963/PERR\_Biruni\_V10.N3.08

Avci, N. (2023). Is there anybody out there? Insights into Teachers' Emergency Remote Teaching Experiences. *Journal of Qualitative Research in Education*, (34). <https://doi.org/10.14689/enad.34.807>

## **CONFERENCES**

### **April 2019**

28<sup>th</sup> International Conference on Educational Sciences (ICES-UEBK) organized within the collaboration of the National Education Associations Platform (ULED), Hacettepe University on 25-26-27-28 April 2019. "*The Evaluation of the Secondary Education 11<sup>th</sup> Grade Basic Maths Curriculum of a Vocational High School Through Stake's Responsive Evaluation Model.*"

### **March 2021**

The 8<sup>th</sup> International Congress on Curriculum and Instruction organized in cooperation with Burdur Mehmet Akif Ersoy University and Turkish Association of Curriculum and Instruction on 25-27 March 2021. "*Promoting the Vocational English Language Competences of Students in an English for Specific Purposes Context: A Needs Assessment.*"

### **July, 2021**

VIII. International Eurasian Educational Research Congress Online held in Aksaray, TURKEY, July 07-10, 2021. "*Mentoring and Being Mentored through the Perspective of Disadvantaged Students: A Phenomenology.*"

VIII. International Eurasian Educational Research Congress Online held in Aksaray, TURKEY, July 07-10, 2021. "*Is there anybody out there?": A Phenomenology Based on Secondary Education Teachers' Emergency Remote Teaching Experiences.*"

### **July, 2022**

5th International English for Specific Purposes Conference, held on 1 and 2 July 2022, organized jointly by International ESP Teachers' Association (IESPTA) and the Department of Foreign Language Education at Middle East Technical University (METU), Ankara, Turkey.



## H. TURKISH SUMMARY

### Türkçe Özet

#### İngilizce Öğretmenlerinin Eğitim Program Kavramsallaştırmaları Objektifinden Eğitim Programının Uygulanması: Bir Çoklu Durum Çalışması

### 1. GİRİŞ

Bu kısımda çalışmanın arka planı, çalışmanın amacı ve araştırma soruları ile çalışmanın önemi hakkında bilgi verilecektir. Çalışmanın Türkçe özet bölümünde “program kavramsallaştırma” ve “eğitim program kavramsallaştırma” ifadeleri eş anlamlı ve birbirinin yerini alabilecek bir biçimde kullanılmıştır. Ayrıca, sıklıkla kullanılan “program” ifadesi “eğitim programı” kavramına işaret etmektedir.

#### 1.1. Çalışmanın Arka Planı

Eğitim programları alanının gelişimi boyunca alan okulda ne öğretileceği; hangi bilginin değerli olduğu; hangi konuların ve hangi gerekçeyle dâhil edileceği; programın nasıl sunulacağı; nasıl değerlendirileceği ve bu sürece kimlerin dâhil olması gerektiği gibi önemli problem alanlarıyla baş etmek zorunda kalmıştır. Lovat ve Smith’in (2003) vurguladığı gibi “iyi eğitim programı teori ve geliştirme, planlama ve uygulamadan oluşan bir bütündür” (s. 133).

Ancak bu alanda yapılan araştırmalar, programın çoğunlukla öğrenci başarısı ile ilişkilendirildiğini ve bu nedenle programın çıktılarının, programın çıktıları kadar önemli bir rolü olan diğer unsurlara kıyasla en fazla ilgiyi topladığını ortaya koymaktadır. Eğitim programlarıyla ilgili alan yazın dikkate alındığında, programda yer alan etkinliklerin “sonuçları” ve “çıktıları” üzerine büyük emekler verilirken,

“onları ne kadar iyi işe koştüğümüzü” anlamak için daha az çaba harcanmakta olduğu anlaşılmaktadır. Oysa şu bir gerçektir ki, “bir programın kalitesi, programın uygulanma kalitesi kadar iyi olabilir” ve hedeflenen konu hassasiyetle işlendiği, uygulandığı ve değerlendirildiği sürece öğrenme kolaylaşır (Hameyer, 2003; Lovat ve Smith, 2003, s. 74). Yani amaçlanan, uygulanan ve değerlendirilen programların hepsi bir bütün olarak anlamlıdır ve ahenk içinde işledikleri sürece amaçlananın öğrenilmesinin yolunu açarlar.

Çoğunlukla ders programları, ders kitapları ve sınav soruları gibi program materyallerinde tasvir edilen (Ntoi, 2007), sistem çapında “resmi program” olarak bilinen (Pak ve ark., 2020) amaçlanan eğitim programı, genellikle program politika yapıcıları tarafından belirlenen hedefleri ve beklentileri temsil eder ve “ideal program” ve “resmi program” üzerinde yükselir (Goodlad ve ark., 1979; Kuiper ve ark., 2013; Phaeton ve Stears, 2016; Thijs ve van den Akker, 2009; van den Akker, 2003;). Resmi program, program geliştiricilerinin kavramları bir belge oluşturmak için metne dâhil edildiğinde veya program materyallerine dönüştürüldüğünde ortaya çıkar. Geliştiricinin ilkelerinin resmi programa dâhil edilmesi, programı değiştirme riskini taşır çünkü dil, geliştiricinin orijinal ilk fikirlerini değiştirme gücüne sahiptir (Phaeton ve Stears, 2016).

Nitekim program geliştiriciler, “iyi” programlarının kendi beklentileri doğrultusunda anlaşılacağını ve uygulanacağını öngörmektedir. Bu durum, programın uygulanması sürecinde diğer tarafların (yani öğretmenlerin) katılımını göz ardı eder (Phaeton ve Stears, 2016). Bu bağlamda, Stenhouse (1979) program uygulama aracısının hayati rolünü vurgulamakta ve öğretmeni birincil program uygulama aracı olarak belirtmektedir. Phaeton ve Stears’ın (2016) belirttiği gibi, programın amaçlandığı gibi uygulanmasını sağlamak için öğretmenlerin programın gerekliliklerini tam olarak anlaması çok önemlidir.

Program tasarımcılarının ele aldığı zorluklar ile uygulama süreci boyunca karşılaşılan zorluklar birbirinden farklıdır. Bu, amaçlanan ile uygulanan (yani öğretilen) arasında ortaya çıkan bir program boşluğu olasılığını artırır (Phaeton ve Stears, 2016; Sethole, 2004). Bu tutarsızlık, Rogan (2004) tarafından “beklenti ve gerçeklik arasındaki uyumsuzluk” (s. 176) ve Jansen (2001) tarafından orijinal

politikadan sapma olarak tanımlanmıştır. Buna göre, programda belirtilenler ile uygulamada gerçekte ortaya çıkanlar arasında önemli farklılıklar olabilir.

Lovat ve Smith'in (2003) desteklediği gibi, program bir niyet olarak kalabilir ve/veya öğretmen ve öğrenci deneyimleri yoluyla sınıfta uygulamaya dönüştürülebilir. Program, öğretmenlerin ve öğrencilerin ana oyuncular olarak hareket ettiği ve programın sahnelendiği bir oyun olarak tasavvur edilebilir. Programın uygulanması son derece önemlidir, çünkü bu noktada kasıtlı olan gerçeğe dönüşür. Gerçek program veya Goodlad'in terimiyle işlemsel program, resmi programın sınıf uygulamalarına nasıl aktarıldığına dayanır (Goodlad, 1979; Hameyer, 2003). Bu bağlamda, programı kullananların (örn., öğretmenler, öğrenciler, yöneticiler) algıları, programın nasıl uygulandığı üzerinde büyük bir etkiye sahip oldukları için bu aktarımda önemli bir rol oynamaktadır ve bu çalışmada mercek altına alınan grup öğretmenlerdir.

Bahsedilen bu gerçeklere bağlı olarak, sorun şudur ki, amaçlanan eğitim programının anlaşılması, programın amaçlandığı gibi uygulanmasını baltalayabilir. Programın uygulanması, amaçlanan programın paydaşlarına ne ilettiğine dair derin bir anlayış gerektirir. Bu nedenle, programı iyi bir şekilde sunmaktan sorumlu olan birincil araçlar olarak öğretmenler, programı nasıl anladıklarını ortaya çıkarmak ve konu üzerinde derinlemesine düşünmek için daha yakından yaklaşılmayı hak etmektedir.

Türkiye örneği ile karşılaştırıldığında, ilk olarak Türkiye'nin merkezi bir program geliştirme sistemine sahip olduğu belirtilmelidir. Çoğu özel ve bazı devlet okullarının temsil ettiği küçük farklılıklara rağmen, her ders için aynı program, bağlam dikkate alınmaksızın yaygın bir şekilde uygulanmaktadır. İkinci olarak, öğretmenlerin görüşleri program geliştirmenin ayrılmaz bir parçası olsa da, öğretmenler asıl geliştirme sürecinin bir parçası değildir ve bu nedenle amaçlanan programdan uzak (yani bağımsız) kalırlar. Üçüncü olarak alan yazın, özellikle devlet liselerinde öğrencilerin İngilizce yeterliliklerinin “kısmen ya da kötü gelişmiş” ve “yetersiz” bulunduğunu desteklemektedir (Özen ve ark., 2013).

Bahsedilen bu gerçeklere ek olarak, araştırmacının farklı türde liselerde öğretmenlik yapmış olması da araştırma problemini belirleyen bir diğer etkidir. Ornstein ve Hunkins'e (2004) göre, öğretmenlerin çoğunluğu programın ne olduğu ve nasıl

yapılandırıldığı konusunda sağlam bir anlayıştan yoksundur. Aynı planın kullanılmasına rağmen, program muhtemelen farklı ortamlardaki farklı bireyler için farklı şeyler ifade edebilir. Sonuç olarak, Türkiye’de eğitim programlarının merkezi tasarımı ve Sosyal Bilimler Liseleri hariç neredeyse ülke çapındaki genel uygulaması sebebiyle program olgusu gerçeğine ışık tutacak ek araştırmalara ihtiyaç duyulmaktadır. Amaçlanan program ile öğretmenlerin programdan anladıkları aynı olmayabilir ve bu da programın nasıl uygulandığını etkileyebilir. Bu bağlamda, programın öğretmenler tarafından nasıl kavramsallaştırıldığına dair bir anlayış geliştirmek, uygulanan programın amaçlanan programla nerede çeliştiğini anlamak için bir araç olacaktır. Yani, uygulayıcıların programı nasıl kavramsallaştırdığına dair bir anlayış geliştirmeden, amaçlanan ve uygulanan program arasındaki uçurumu kapatmak pek mümkün görünmemektedir.

## **1.2. Çalışmanın Amacı ve Araştırma Soruları**

Çalışmanın problemi ışığında, bu çalışmanın temelde iki amacı vardır. İlk olarak devlet liselerinde görev yapan İngilizce öğretmenlerinin program kavramsallaştırmalarının anlaşılması amaçlanmaktadır. Devlet liselerinin tercih edilme sebepleri ise İngilizce öğretimi ve öğrenimi ile ilgili alan yazında ortaya konulan sorunlardan kaynaklanmaktadır. Hem okul düzeyinde hem de ülke çapındaki araştırmalarda öğrencilerin düşük dil yeterliliklerini ortaya koyan çok sayıda çalışma vardır. Daha da önemlisi, buna ilişkin problemlerin özellikle devlet liselerinde ön planda olduğu görünmektedir. Ancak genel kabul gören bir gerçek olarak, öğrencilerin herhangi bir konuda başarısız olması durumunda, programın nasıl uygulandığını düşünmek yerine programın eksikliklerini suçlamak ve reformları hayata geçirmek genel yaklaşımdır. Ancak, daha önce vurgulandığı gibi, programın nasıl uygulandığını anlamak, program kavramsallaştırmalarını çözmeye bağlıdır; yani ana uygulayıcılara ait program anlayışıdır. Bu nedenle, bu çalışmadaki ilk amaç, İngilizce öğretmenlerinin eğitim program kavramsallaştırmalarını analiz etmektir. Öğretmenlerin programın öğelerini nasıl tanımladığı, adlandırdığı, benzerlikleri ve farklılıkları fark ettiği, rasyonelleştirdiği ve meşrulaştırdığına dair bir anlayış geliştirmenin, amaçlanan ve uygulanan program arasında neyin yanlış gittiğini anlamak için bir temel geliştirmeye yardımcı olacağı varsayılmaktadır. Aynı doğrultuda araştırmanın ikinci temel amacı, programın uygulanmasında

öğretmenlerin kavramsallaştırmalarının öğretmenlerin uygulamalarıyla ne kadar örtüştüğünü ortaya koymaktır.

Araştırmanın amaçları doğrultusunda aşağıdaki araştırma soruları irdelenmiştir:

1. Farklı lise türlerinde görev yapan İngilizce öğretmenleri programı nasıl kavramsallaştırmaktadır?
2. Farklı lise türlerinde görev yapan öğretmenlerin program kavramsallaştırmaları hangi açılardan amaçlanan programla uyumludur (ya da değildir)?
3. Öğretmenlerinin program kavramsallaştırmaları, öğretmenlerin pratikleriyle ne kadar uyumludur?
4. Covid19 salgınının program uygulaması üzerindeki etkileri nelerdir?
  - 4.1. Öğretmenlerin AUÖ sırasındaki uygulamaları amaçlanan programla ne kadar uyumluydu?
  - 4.2. Program uygulamasına ilişkin ortaya çıkan Covid19 salgın sonrası içgörüler nelerdir?

### **1.3. Çalışmanın Önemi**

Çalışmanın önemi bakımından, öncelikle programın asıl aktörleri ve fiili uygulayıcıları olan öğretmenlerin bakış açısıyla program olgusunu düşünme, konuşma, analiz etme biçimlerinin geliştirilmesine ışık tutacağı düşünülmektedir. ULAKBİM, ERIC, Metulib, MetUnique, J-STOR, Google Scholar, EPÖDER, DergiPark ve tezYÖK veri tabanlarında yapılan tarama sonucunda özellikle bu çalışmanın amaçlarını ilgilendiren bir çalışmaya ulaşılamamıştır. Bu nedenle çalışmanın, ortaöğretim devlet liselerindeki İngilizce öğretmenleri tarafından programın nasıl kavramsallaştırıldığına anlaşılması konusunda alan yazınına katkı sağlayacağı düşünülmektedir. İkinci olarak, iki farklı mekânda yürütülen çok durumlu bir çalışma, öğretmen kavramsallaştırmaları ve programın uygulanması açısından farklı okul türleri arasındaki farklılıkları ve ortak noktaları vurgulayan sonuçlar verebilir. Bu nedenle, çalışmanın sonuçları, farklı okul türlerindeki farklı koşulları vurgulayan makro düzeyde bir bakış açısı ile bağlamsal program çalışmalarının gündeme alınmasının önünü açabilir, bu da program geliştirme çalışmalarını ve program uygulamasını bağlamsallaştırma fikrini destekleyebilir.

Başka bir deyişle çalışma, bakanlık düzeyindeki karar vericilere program geliştirme uygulamalarının nasıl yapılandırılacağı ve amaçlanan ve uygulanan program arasındaki boşluğu kapatmanın yolları konusunda yardımcı olabilecek sağlam sonuçlar üretebilir.

Ayrıca, bu çalışma sonuçları itibariyle okullardaki program uygulamalarında (örn., içerik, zaman tahsisi, öğretme ve öğrenmenin gerçekleşmesi için öğretim stratejileri seçimi), öğretmenlere programla ilgili bağlamsal etkenlere dayanan problemleri tespit etmeleri ve buna yönelik çözümler üretmeleri noktasında yardımcı olabilir. Böylece çalışmanın makro düzeyde amaçlanan program ile mikro düzeyde uygulanan program arasındaki sorunların çözümüne yönelik bir bakış açısı geliştirmesi beklenmektedir.

Bağlamsallaştırılmış bir çalışma örneği olan bu çalışma, orta öğretim İngilizce öğretmenlerinin program kavramsallaştırmaları perspektifinden program sorgulama tartışmasını zenginleştirebilir. Buna göre, bu çalışmada ortaya konulacak tablo, programın farklı bağlamlarda çalışan öğretmenler tarafından nasıl kavramsallaştırıldığını temsil edecek şekilde, programın farklı bir boyutta anlaşılmasına, düşünme biçimlerinin oluşturulmasına ve bilim insanları ve özellikle alan uygulayıcıları arasında iletişimi kolaylaştırmaya yardımcı olacaktır. Bir şemsiye terim olarak, program kavramsallaştırmasının öğrenme, öğretme ve bilgi gibi ilgili kavramları kapsadığı ve ortaya koyacağı düşünülmektedir. Bu nedenle çalışmanın program kavramının daha iyi anlaşılmasına yönelik bir bakış açısı geliştirmesi açısından eğitim programları alanına katkı sağlayacağı düşünülmektedir.

## 2. YÖNTEM

Bu kısımda, çalışmanın araştırma deseni, araştırma mekânı ve katılımcıların örnekleme, veri toplama araçları, veri toplama süreci hakkında bilgi verilecektir.

### 2.1. Araştırma Deseni

Araştırmanın amaçlarına ve nitel araştırmanın doğasına bağlı olarak çalışma çoklu durum deseniyle yürütülmüştür. Çoklu durum deseni, tekli durum desenine göre

benzerliklerin ve farklılıkların daha sağlam zeminlerde ortaya çıkarılmasını kolaylaştırır. Bogdan ve Biklen'in (2007) belirttiği gibi, çoklu durum deseni orijinal gözlemlerin uygulanabileceği farklı konuları veya ortamları gösteren ek veri toplama; "belirli bir özelliğin kapsamı ve varlığı veya yokluğu temelinde" karşılaştırma ve çalışmanın odağına bağlı olarak bütünleştirme için tercih edilir.

Bu çalışmadaki durum, farklı okul türlerinde çalışan İngilizce öğretmenlerinin program kavramsallaştırmaları ve bu kavramsallaştırmaların kendi öğretim pratikleri ile uyumu olarak tanımlanmaktadır. Bu bağlamda çalışmanın çoklu durum deseni olarak tasarlanması, her biri birer olgu olarak ele alınan iki farklı ekolde araştırmanın planlanmasına dayanmaktadır. Bu doğrultuda, İngilizce öğretmenlerinin program kavramsallaştırmalarının ve bu kavramsallaştırmaların öğretmenlerin öğretim pratikleri ile uyumunun bir Anadolu Lisesi (AL) ve Mesleki ve Teknik Anadolu Lisesinde (MTAL) araştırılması amaçlanmıştır.

## **2.2. Araştırma Mekânı ve Katılımcıların Örnekleme**

Araştırma mekânlarının belirlenmesinde amaçlı örneklem yöntemlerinden ölçüt örnekleme yöntemi kullanılmıştır. Araştırma mekânlarının belirlenmesinde kullanılan ölçütler: AL veya MTAL olarak kategorize edilmiş olmak, Sakarya ili merkez ilçelerde yer almak, dil eğitimine olumlu yaklaşmak, dil öğretimi için yeterli altyapıya sahip olmak ve aynı İngilizce eğitim programını kullanıyor olmak şeklinde belirlenmiştir. Bu önceden belirlenmiş ölçütler dikkate alınarak, iki farklı okul araştırma alanı olarak belirlenmiştir.

Çalışmaya katılacak İngilizce öğretmenlerini belirlemek için tipik durum örnekleme yöntemi kullanılmıştır. Bogdan ve Biklen'e göre (1992) tipik durum örnekleme yönteminde örneklem, ortalama tipik bir kişi veya vakanın sergileyeceği özellik veya nitelikler profiline uyan tipik kişilerden veya örneklerden seçilir (aktaran Cohen ve ark., 2007). Bu doğrultuda, tüm tipik kişileri kapsayacak şekilde, mevcut araştırma mekânlarında İngilizce öğretimi deneyimi olan ve 2018 yılında güncellenen mevcut İngilizce eğitim programını uygulayan öğretmenler çalışmaya katılmak üzere seçilmiştir. Sonuç olarak bu tipik özellikleri temsil eden tüm öğretmenler, katılım için gönüllü olarak bilgilendirilmiş onam vermeleri durumunda

çalışmaya dâhil edilmiştir.

Ayrıca, görüşmeler sırasında kişisel bilgi olarak, mezun olunan fakülte, eğitim durumu, İngilizce öğretmeni olarak deneyim yılı, farklı devlet liselerindeki deneyim ve mevcut bağlamda aynı programı kullanarak öğretmenlik yapma süresi faktörleri ile ilgili bilgiler toplanmıştır. Bu faktörleri sınırlayıcı özellikler olarak belirlemek yerine ilgili faktörlerin çeşitlilik ve zenginlik sağlayabilecek öğeler olarak ele alınması planlanmıştır.

Sonuç olarak, MTAL’de tipik örneklem özelliklerini karşılayan dört İngilizce öğretmeni çalışmaya gönüllü olarak katılım sağlamıştır. Görüşmeler sırasında toplanan kişiler bilgiler ışığında, dört öğretmenin tamamı eğitim fakültesi mezunudur ancak hiçbiri lisansüstü eğitim almamıştır. Öğretmenlerden üçü farklı türde bir lisede (örn., Anadolu Lisesi) çalışma deneyimine sahipken, öğretmenlerden biri sadece MTAL’de görev yapmıştır. Tüm öğretmenlerin öğretmenlik deneyimi 15 ila 25 yıl arasında değişmektedir. Ayrıca, mevcut bağlamda aynı programı kullanarak öğretim yapma süresi dört ila 10 yıl arasında değişmektedir. AL’de ise tipik örneklem özelliklerine uygun beş İngilizce öğretmeni çalışmaya gönüllü olarak katılmayı kabul etmiştir. Belirlenen beş öğretmen de eğitim fakültesi mezunudur. Ayrıca öğretmenlerden ikisi Eğitim Programları ve Öğretim programında yüksek lisans derecesine sahiptir. Öğretmenlerden sadece ikisinin farklı türde bir lisede çalışma deneyimine sahipken, biri sadece Anadolu Lisesinde çalışmıştır. Diğer iki öğretmen bir ilkokul ve bir ortaokuldan henüz tayini çıkmış ve daha önce ortaöğretim tecrübesi olmayan öğretmenlerdir. Öğretmenlerin öğretmenlik deneyimi sekiz ile 19 yıl arasında değişmektedir. Öte yandan, aynı programın kullanıldığı mevcut bağlamda öğretimin süresinin değişken olduğu görülmüştür. Tayini yeni çıkmış öğretmenlerden biri bu yeni bağlamda öğretmenliğe henüz başlamışken, diğeri salgın sürecinde, yani bir dönem öncesinden atanmıştır. Diğer üç öğretmenin bu konudaki statüsü dört ile altı yıl arasında değişmektedir. Özetle, çalışmaya toplamda dokuz öğretmen gönüllü olarak katkı sağlamıştır.

### **2.3. Veri Toplama Araçları**

Veri toplama yöntemleri, veri toplama sırasında başka bir insanın bulunup



bulunmadığına bağlı olarak doğrudan (örn., görüşme, gözlem, sözel olmayan dil) ve dolaylı (örn., belgeler ve kayıtlar) yöntemler olarak kategorize edilir (Marshall ve Rossman, 2011). Bu çalışmada hem doğrudan hem de dolaylı veri toplama yöntemleri kullanılmıştır. Kullanılan doğrudan yöntemler, öğretmenlerle bireysel derinlemesine görüşmeler, katılımcı olmayan sınıf gözlemi iken, dolaylı yöntem doküman incelemesidir.

Araştırmanın amaçlarına ulaşmak için kullanılan veri toplama araçları, araştırmacı tarafından hazırlanan yarı yapılandırılmış bireysel görüşme formu (bkz. Ek A), yarı yapılandırılmış gözlem formu (bkz. Ek B) ve doküman incelemeleridir.

#### **2.4. Veri Toplama Süreci**

Görüşme ve gözlem formlarının son şekli verildikten sonra ODTÜ Bilimsel Araştırma ve Yayın Etiği Kurulu'ndan onay alınmıştır. Veriler 2020-2021 eğitim-öğretim yılı güz döneminde toplanmıştır. Süreç aşağıda verilen adımlara göre izlenmiştir:

**Belgelerin İncelenmesi:** Araştırma mekânlarına girmeden ve görüşmeleri gerçekleştirmeden önce, öncelikle ana belge olarak amaçlanan program ve MEB tarafından gönderilen resmi ders kitapları incelenmiştir. Seçilen ders kitabı/kitapları, öğretmenler kurulu toplantı tutanakları, çalışma yaprakları, sınav kâğıdı örnekleri ve sınıf fotoğrafları ile öğretmenlerin akıllı tahtalarda ders sırasında düştükleri notlar gibi görseller veri toplama sırasında eş zamanlı olarak incelenmiştir.

**Katılımsız Gözlem:** Salgın süresince okulların açık kalıp kalmayacağı gibi riskli bir durum göz önünde bulundurularak, veri toplamada önceden belirlenen sıraya göre, görüşmelerin önceliği değiştirilmiştir. Öncelikle idare ve öğretmenlerle iletişime geçilerek araştırma hakkındaki bilgiler paylaşılmıştır. MTAL'deki dört öğretmenin tamamı ve AL'deki beş öğretmen gönüllü olarak çalışmaya katılmayı kabul etmiştir. Çalışmanın öğretmenlere tam olarak açıklanması ve gizlilik güvencesinin ardından katılımcılardan bilgilendirilmiş izin formları (bkz. Ek D) alınmıştır. Gözlem yapılacak sınıflarla kısa tanıtım toplantıları düzenlenip öğretmenlerle haftalık programları müzakere edilmiştir. Her iki okulda da 29 Eylül 2021 tarihinde gözlemlere başlanmıştır.

Gözlemlerin amacı, program kavramsallaştırmalarına kıyasla programın sınıflarda nasıl uygulandığını anlamak ve bir bakış açısı yakalamaktır. Bu bağlamda gözlem formuna göre ağırlıklı olarak öğretmenlerin programı işe koştukları öğrenme ortamının fiziksel koşulları, öğretim pratiklerinde izledikleri süreç (yani dersin/dersin/dersin amaçları, dersin akışı, kullanılan materyaller, kullanılan öğretim yöntemleri, kullanılan katılım stratejileri) ve değerlendirme pratikleri (yani geri bildirim kaynakları, değerlendirme türleri) gözlemlenmiştir.

Veriler saha notları yerinde tutularak toplanmıştır. Zengin verileri kaybetmemek için gözlemler sonrasında aynı gün içerisinde genişletilmiş notlar eklenmiş ve veri analizine kolaylık sağlamak için Word veya Excel gibi ofis programları aracılığıyla veriler dijital dosyalara kaydedilmiştir.

Gözlemler yaklaşık üç ay sürmüştür; ancak araştırmacı araştırma mekânlarında dönem boyunca kalmış ve aşamalı bir şekilde ayrılmıştır. Dördü MTAL'de, beşi AL'de olmak üzere toplam dokuz öğretmen gözlemlenmiştir. Sonuç olarak, MTAL'de 47 saat, AL'de 42 saat gözlem yapılmış ve her iki bağlam için toplamda 89 saat gözlem gerçekleştirilmiştir.

**Bireysel Öğretmen Görüşmeleri Yapılması:** Araştırma mekânlarında makul bir süre geçirdikten sonra Kasım 2021'de başlanan öğretmen bireysel görüşmeleri, Aralık 2021'de sonlandırılmış ve katılımsız gözlemlerle eş zamanlı olarak yürütülmüştür. Öğretmenlerin haftalık programları, kişisel planları, istekleri ve müsaitlik durumlarına göre görüşme tarihleri müzakere edilmiştir.

Araştırmacı, görüşmelere kendini tanıtarak ve görüşmenin amacını açıkça belirterek başlamıştır. Ayrıca görüşmelerde paylaşılan bilgilerin gizliliği ve etik ilkeler hakkında katılımcılar bilgilendirilmiştir. Görüşmeler, öğretmenleri izole edilmiş veya baskı altında hissettirmemek ve daha da önemlisi gerçek verileri açığa çıkarmak için bir meslektaştan meslektaşına sohbet tarzında gerçekleştirilmiştir.

Sonuç olarak MTAL'de dört öğretmenle görüşülmüş ve öğretmen başına görüşme süresi iki saat ile 50 dakika arasında değişirken AL'de beş öğretmenle görüşülmüş ve görüşme süresi iki saat 10 dakika ile 38 dakika arasında değişmiştir. Her görüşme, bir cep telefonu uygulaması aracılığıyla kaydedilmiştir. Görüşmelerin deşifresinde

bazen dijital bir deşifre aracı olan dictation.io kullanılırken, görüşmeler çoğunlukla manuel olarak deşifre edilmiştir.

## **2.5. Verilerin Analizi**

Veri analizi, nitel arařtırmalarda büyük miktarda verinin indirgenmesi ve tekrar tekrar düzeltilmesini gerektiren yinelemeli ve sürekli karşılařtırmalı bir süreçtir (Fraenkel ve ark., 2012, 431). Veri analiz yöntemi olarak içerik analizi kullanılmıştır. Berelson (1952), tarihsel olarak, belirli nesnelere saymanın çok önemli olduğunu, çünkü içerik analizine içeriğin nicel bir görünümünü elde etmek için tarafsız ve yansız bir teknik olarak yaklařıldığını savunmuştur. Bununla birlikte, içerik analizi yöntemi geliřtikçe, bir topluluk veya sosyal grubun eserlerini tanımlama ve yorumlama yöntemi olarak daha büyük bir saygıyla karşılanmıştır (aktaran Marshall ve Rossman, 2011). Yıldırım ve Şimşek'e (2018) göre içerik analizinin temel amacı toplanan verileri açıklayabilecek kavramlara ve ilişkilere ulaşmaktır. Betimsel analizde özetlenen ve yorumlanan veriler, içerik analizinde daha derin ve kapsamlı bir işleme tabi tutulur ve bu analiz sonucunda betimsel yaklaşımla fark edilemeyen kavram ve temalar keşfedilebilir. İçerik analizinde toplanan verilerin kavramsallařtırılması, ardından ortaya çıkan kavramlara göre mantıksal olarak düzenlenmesi ve buna göre verileri açıklayan temaların belirlenmesi gerekmektedir. Bu çalışmada verileri analiz etmek için dört aşamalı bir veri analizi süreci uygulanmıştır: (1) veri kodlama, (2) temaların belirlenmesi, (3) kodların ve temaların düzenlenmesi, (4) bulguların belirlenmesi ve yorumlanması (Yıldırım ve Şimşek, 2018). Temel olarak dört adım üzerine inşa edilen veri analiz süreçleri, döngüsel bir şekilde gerçekleştirilmiştir.

Kodlamaya başlamadan önce alan yazın taraması ve araştırma soruları ışığında verilere aşinalık kazanmak için transkripsiyonlar birkaç kez okunmuştur. Belirtmek gerekir ki veri toplama aşamasında gözlem ve görüşmelerden elde edilen veriler eş zamanlı olarak incelenmiş ve transkripsiyonlara bir ön kodlama uygulanmıştır. Ana kodlama ve veri analizine Şubat 2021'de başlanmıştır. Bu bağlamda, görüşme ve gözlem verileri sırasıyla ve karşılařtırma perspektifine dayalı yinelemeli bir şekilde analiz edilmiştir. Kodların ilk taslakları, tez danışmanı, bu çalışmanın arařtırmacısı ve iki doktora derecesine sahip arařtırmacı olmak üzere dört arařtırmacı tarafından

incelenmiştir. Bu uzman incelemesi süreci sonucunda, geri bildirimler ve kodların müzakere edilmesi rehberliğinde ikinci taslak geliştirilmiş ve Microsoft Word tablolarına aktarılmıştır. Son olarak analizlerde kristalleşen kategoriler, alt temalar ve temalar raporlanmaya hazır Excel dosyalarına aktarılmıştır.

İzlenen tüm süreçler dikkate alındığında, analiz sonucunda elde edilen bulguların hem emik hem de etik açıdan yorumlandığı söylenebilir. Birden fazla gerçeklik olduğu durumunu kabul eden, içeriden öğrenenlerin bakış açısıyla verileri yorumlamak için emik bakış açısı gerekliyken; etik bakış açısı, araştırmacının nesnelliği ile ilgilidir ve araştırmacının verilere dışsal bir gerçeklik perspektifine bağlı kalarak bakmasını gerektirir (Fraenkel ve ark., 2012, s. 431). Analiz sonucunda elde edilen sonuçlar, emik ve etik bir bakış açısı oluşturmak için hem araştırmacı hem tez danışmanı tarafından birçok kez eleştirel bir yaklaşımla incelenmiştir. Araştırmanın inandırıcılığını sağlamak için: uzun süreli etkileşim, derinlik odaklı veri toplama, uzman incelemesi, katılımcı teyidi ve çeşitleme yöntemleri kullanılmıştır. Sonuçların aktarılabilirliğini sağlamak için ise ayrıntılı betimleme ve amaçlı örnekleme yöntemleri kullanılmıştır.

### 3. BULGULAR

Öğretmenlerin programı nasıl kavramsallaştırdıklarını ortaya koymayı amaçlayan ilk araştırma sorusuna yanıt olarak, görüşme verilerinin analizi yoluyla elde edilen bulgularda dört farklı program kavramsallaştırması ortaya konulmuştur. MTAL'i temsil eden Vaka Uyumsuzlukta programın amacının, içeriğinin, öğrenme deneyimlerinin yapılandırılması ile değerlendirme yanılması program bileşenleri aracılığıyla ortaya çıkan öğretmenlerin program anlayışının **indirgenmiş kendine özgü program anlayışını** temsil ettiği ortaya çıkmıştır. Öğretmen(ler)in kendi kararlarına dayalı olarak bu anlayış bilişsel yükü azaltmak için program öğelerinde bir azalmayı gerektirir ve iki katmanda kendine özgü özelliklerle temsil edilir: amaçlanan program ve öğretmenler arası program uygulamaları düzeyinde. Örneğin, iki öğretmen kendi kararları ile hareket ederek, amaçlanan programdaki kazanım yerine kazanımı öğrenciler için uygun olduğuna inandıkları bir düzeye indirgemekte ve yine de amaca ulaştıklarını iddia edebilmektedir. Bunun devamında, kazanımın zihinlerindeki indirgenmiş halini işe koşmak için biri kelime öğretimine

odaklanırken diğeri onu atlayıp bunun yerine gramer öğretimine geçebilir. İndirgenmiş kendine özgü program önceden planlanmamıştır ve genellikle öğretim sırasında yerinde gerçekleştirilir. Öğretmenlerin, bu anlayışta çarpık bilgi, öğretmen ve öğrenci rolü kavramlarına sahip oldukları görülmüştür.

Bu tür program anlayışında öğretme-öğrenme pratiklerinde öğretmenin otorite figürü gibi davrandığı, ders kitabına bağlı kaldığı, öğrencilerin not almasında ısrarcı olduğu ve geleneksel dil öğretim yöntemlerini benimsediği ve öğretimin çoğunlukla konu merkezli yürütüldüğü ortaya çıkmıştır. Bir eğitim aracı olarak hedef dilin kullanımının aşamalı olarak yerini ana dile bıraktığı görülmüştür. Bu program anlayışında öğretmenlerin asıl odak noktasının dilbilgisi öğretimi olduğu ve programda özellikle vurgulanan becerilerin öğretim sırasında boş bırakıldığı anlaşılmıştır. Ayrıca bu anlayışta konuşma becerilerinin ölçülmesinde, performans ve proje değerlendirmelerinde hedeflenen sonuçlara ulaşılamadığı için öğretmenlerin program kavramsallaştırmasında bir ölçme yanılması tespit edilmiştir. Konuşma becerilerinin ölçülmesi amacıyla ya soruların öğrencilere önceden verildiği ya da ders sırasında belirtildiği; performans ve proje değerlendirmelerinin odak noktasının ise süreci izlemek ve değerlendirmek yerine nihai ürün üzerinde olduğu görülmüştür. Bu program anlayışının örüntülerini belirleyebileceği düşünülen çeşitli nedenler tespit edilmiştir. Temel olarak, bu anlayışta en öne çıkan sebeplerin engelleyici öğrenci özellikleri ile bakanlık düzeyinde MTAL'lerin tanınmayan gerçekleri etrafında geliştiği görülmüştür. Daha kısa akademik takvim gerçeğine karşılık MEB'in "yukarıdan aşağıya tek beden herkese uyar" program yaklaşımı, daha az haftalık ders saatleri ve en önemlisi öğrencilerin düşük dil yeterlilik düzeyi ve akademik yönelimleri, bu anlayışa temel oluşturan en vurgulu nedenler olarak ortaya çıkmıştır. Bunun yanı sıra, kaynak eksikliği, teknolojik engeller (örn., internetin düşük bant genişliği, yazılım eksikliği), sözde idari destek, düşük profesyonel meslektaşlık ve ödüllendirme mekanizmalarının olmaması belirtilen diğer önemli nedenlerdir. Özetle, bu sebepler sonucunda, amaçlanan programın uyumsuz yoğun/ağır kazanımlarının ve aşırı yüklenmiş içeriğinin kırıldığı veya atlandığı (yani çıkarıldığı); öğrenme deneyimlerinin öğretmen merkezli, gramer temelli ve kendine özgü olduğu ve değerlendirme uygulamalarının tamamen bir yanılmadan ibaret olduğu indirgenmiş kendine özgü program anlayışının örüntüleri keşfedilmiştir.

İkinci olarak, Vaka Uyumda üç farklı program kavramsallaştırması ortaya çıkmıştır: **dönüştürücü program, geçişteki program ve ayırık program**. Dönüştürücü program, programın felsefesi ve amacına dair dönüştürücü anlayış, değiştirilmiş ve zenginleştirilmiş içerik ve öğrenme deneyimleri anlayışı ile zenginleştirilmiş değerlendirme anlayışı bileşenlerinden oluşmaktadır. Bu program anlayışı, amaçlanan programın kazanımlarının gerçekleştirilmesi için öğrenme deneyimlerini teşvik eden veya katalize eden bir program vizyonuna atıfta bulunur. Bu çalışmada, dönüştürücü program, amaçlanan programın bileşenlerine eleştirel bir bakış açısı geliştirmeyi ve ardından orijinal programı değiştirmek veya geliştirmek için bu kritik noktalara göre hareket etmeyi tanımlamak için kullanılmıştır. Tipik olarak anlaşılmasının ve bilindiğinin aksine, bu çalışmada dönüşüm, yalnızca amaçlanan programı eleştirel bir şekilde inceleme, zenginleştirme ve değiştirme eylemleriyle programın “çalışmasını sağlama” becerisini ifade eder. Örneğin, bu anlayışta amaçlanan programda yer alan “kolaylaştırıcı-rehber olarak öğretmen,” “kendine güvenen bir dil kullanıcısı olarak öğrenci” kavramlarının ötesine geçerek; öğretmenin rolünü eğitimde sürekli değişen gelişmelere bağlı olarak evrilen “algılanan dinamik roller,” öğrencileri ise “esnek, zorluklara karşı dirençli aktif dil kullanıcıları” olarak kavramsallaştırmıştır.

Bu anlayıştaki öğrenme deneyimlerinin, öğrenci merkezli öğretim, etkili öğretmen-öğrenci uyumu, öğrencilerin dil becerilerini geliştirme amacı, çeşitli öğretim yöntemlerinden yararlanma ve teknolojik olarak zenginleştirilmiş öğretim materyallerinin bileşkesi etrafında şekillendiği görülmüştür. İşlevsiz veya yetersiz bulunduğu, kazanımın amacını gerçekleştirecek içeriğin zenginleştirildiği veya öğretmenlerin kendilerinin hazırladıkları veya araştırarak eriştikleri materyallerle değiştirdikleri görülmüştür. Bir diğer bulgu ise, değerlendirme uygulamalarının “nasıl daha anlamlı değerlendirme yapılı” kaygısıyla şekillendirildiğine işaret etmektedir. Öğrencilerin performanslarının değerlendirilmesi, mevcut geleneksel değerlendirme uygulamalarının (örn., yazılı sınav) üstünde tutulmakta ve önemsenmektedir. Ayrıca, kullanılan değerlendirme yöntemlerinin kazanımlarına bağlı olarak eleştirel bir yaklaşımla gözden geçirildiği, benimsendiği veya terk edildiği anlaşılmıştır. Bu anlayış için bir temel oluşturan ana ilkelerin, programın çekirdeği olarak öğrenciler, kaynakların mevcudiyeti, olumlu idari destek ve destekleyici meslektaşlığın yanı sıra teknolojinin öğretime etkili bir şekilde dâhil

edilmesi olmak üzere destekleyici okul gerçekleri etrafında yoğunlaştığı anlaşılmıştır. Yeterli dil yeterlilik düzeyine sahip, akademik yönelimleri iyi ve öğrenmeye açık olarak tanımlanan öğrenci, dönüştürücü bir program anlayışının gelişimini destekleyebilecek en önemli faktör olarak ortaya çıkmıştır. Bu anlayışı temsil eden öğretmenlerin eleştirel yaklaştıkları ortaokul program uygulamalarının sakıncaları (örn., önyargılar, tutumlar, öğrenme alışkanlıkları gibi) üzerinde durmaları ve bu sebeple işe öğrencilerin tutumlarını değiştirmekten başladıkları dikkate alındığında bu anlayışta ilk dönüşüm unsurunun öğrenciler olduğu anlaşılmaktadır. Yöneticilerin sunduğu desteğin ve kaynakların öğretmenlerin hizmetine sunulmasının yanı sıra, teknolojinin öğrenme öğretme süreçlerine dâhil edilmesinin, dönüştürücü program anlayışını belirleyen önemli bir faktör olabileceği anlaşılmıştır.

Vaka Uyumda bir başka türev anlayış olan **geçişteki program**, daha önce sentezlenen zihin haritalarından uzaklaşan ve farklı bir bakış açısına doğru ilerleyen bir anlayış durumunu temsil eder. Programın felsefesine ve amacına uyumlanma, içerik kavramının başlangıç inşası, geçiş sürecindeki öğrenme deneyimleri ve değerlendirme prosedürlerine uyumlanma bileşenleri, geçişteki program anlayışının basitçe “henüz tamamlanmamış” durumunu tanımlamaktadır. Bu program anlayışında, öğrencilerin bilgi alıcıları ve aktif dil kullanıcıları arasında dalgalanan rolleriyle; öğretmenin ise bilgi aktarıcı ve kolaylaştırıcı-rehber rolleri arasındaki ikilik rolleriyle temsil edildiği görülmüştür. Bu anlayışı tanımlayan diğer örüntüler ise çağdaş ve geleneksel öğretim yöntemlerinin geçişli kullanımı, içeriğin dar ve düzensiz tanımları ile uyumlanan değerlendirme prosedürleridir. Geçişteki program anlayışındaki “geçiş” durumu, bir anlamda, yeni bir kavramsal ortama geçmeyi ifade eder. Bir geçişin yönü önceden tahmin edilemese de, bu çalışmada geçişteki program anlayışının, amaçlanan program ve program anlayışının bir başka türevi olan dönüştürücü program anlayışı doğrultusunda ilerlediği anlaşılmıştır. Dönüştürücü program kavramsallaştırmasındaki yorumlara benzer şekilde, geçişteki program anlayışında da kaynakların mevcudiyeti, yöneticiler ve meslektaşlar ile iyi ve teşvik edici ilişkiler ve öğrencilerin olumlu özelliklerinin programın amacına ulaşmasında hızlandırıcı faktörler olarak yorumlandığı görülmüştür. Bu anlayışta, eğitim teknolojisi konusunda artan bir farkındalık olmasına rağmen, öğretmenlerin bir anlamda hala bu konuda deneme yanılma yoluyla ilerledikleri anlaşılmıştır.

Öğretmenlerin kendilerinde gördükleri mesleki ve teknolojik pedagojik bilgi ihtiyaçlarını dikkate alarak ve dönüştürücü program anlayışındaki uygulamaları gözlemleyerek, özellikle teknolojiyi öğretim uygulamalarına dâhil etme konusunda mesleki gelişim planları oluşturma dürtüsü içinde oldukları görülmüştür.

Vaka Uyum'daki son program kavramsallaştırması, **ayrık programdır** ve iki düzeyde ayrıklığı temsil eder: amaçlanan programla ayrıklık ve uygulandığı bağlamın aktörleri ve öğeleriyle ayrıklık. Birlikte iyi çalıştığı keşfedilen dönüştürücü program ve geçişteki programın aksine ayrık programın bir aykırı değer gibi bu kavramsallaştırmalardan uzaklaştığı görülmüştür. Ayrık program, programın felsefesinden ve amacından kasıtlı sapma, program içeriğinin bağımsız olarak anlaşılması, kasıtlı olarak saptırılmış öğrenme deneyimleri ve değerlendirmede sapmış tutum bileşenleri aracılığıyla tasvir edilmiştir. Geçişteki program ve dönüştürücü program kavramsallaştırmalarının tam tersine, ayrık programın içinde bulunduğu ortamla neredeyse hiç etkileşimi yoktur. Öğrenciler bilgi alıcıları, öğretmenler bilgi aktarıcıları olarak tanımlanmakta ve değer verilen bilgi kavramı becerilerden çok gramer yeterliliği üzerinedir.

Öğrenme deneyimleri ile ilgili olarak, beceri temelli alıştırmalara ya hiç yer verilmemiş ya da dilbilgisi konuları üzerinde daha fazla durmak adına içerikte çok kısaca değinilmiştir. Değerlendirme uygulamalarının da diğer öğretmenlerin uygulamalarından ve amaçlanan programın standartlarından uzaklaştığı keşfedilmiştir. Ayrık programın ilkelerini destekleyebilecek temel faktörlerin, dil bölümü öğrencileri dışındaki öğrencilere öğretimde sorumluluk ve motivasyon eksikliği, öğrenci merkezli yaklaşıma inanmama, dilbilgisi öğretimine özel ilgi ile bağlamsal faktörlerle yok denecek kadar az olan mevcut etkileşim etrafında şekillendiği söylenebilir.

İkinci araştırma sorusunda, öğretmen program kavramsallaştırmaları ile amaçlanan program arasındaki uyum, amaçlanan programın doküman incelemesi ve görüşme verilerinin analizi yoluyla incelenmiştir. Bulgular, programın indirgenmiş kendine özgü program olarak kavramsallaştırıldığı Vaka Uyumsuzlukta, felsefe, içerik, öğrenme deneyimleri ve değerlendirme unsurlarında ortaya çıkan özelliklerin, hedeflenen programa kıyasla belirgin bir şekilde parçalanmış olduğunu göstermiştir. Bu anlayışta, öğretmenlerin içerik, öğrenme deneyimleri ve değerlendirme ile ilgili



bazı yanlış kavramsallaştırmalar (yani yanlış kanılar) geliştirdikleri de anlaşılmıştır. Vaka Uyumda, dönüştürücü program kavramsallaştırmasının öğeleri amaçlanan programla tamamen uyumlu olarak ortaya çıkarken, geçişteki program kavramsallaştırmasının amaçlanan programa kıyasla hem bağlantıları hem de boşlukları içerdiği ve aynı zamanda amaçlanan programa doğru hareket eden bir uyum durumunu temsil ettiği görülmüştür. Buna karşılık ayrık programın özellikleri göz önüne alındığında, ayrık programın amaçlanan programla neredeyse hiç bağlantısının olmadığı ve kasıtlı olarak saptırıldığına işaret eden örüntülerle temsil edildiği anlaşılmıştır.

Üçüncü araştırma sorusuna cevaben, program kavramsallaştırmaları ile öğretmenlerin öğretim pratikleri arasındaki uyum, saha notlarının ve dokümanların (örn., ders kitapları ve çalışma kitapları) analizi yoluyla keşfedilmiştir. Bulgular, öğretmenlerin programı gerçekleştirme uygulamalarının hem Vaka Uyumsuzluk hem de Vaka Uyumda, öğretmenlerin program kavramsallaştırmalarıyla tamamen uyumlu olduğunu ortaya çıkarmıştır.

Son olarak, dördüncü araştırma sorusu, öğretmenlerin Acil Uzaktan Öğretim (AUÖ) sırasındaki uygulamaları ile amaçlanan program arasındaki uyumu ve Covid19'un program uygulaması üzerindeki salgın sonrası içgörülerinin keşfi aracılığıyla salgının öğretmenlerin program uygulamaları üzerindeki etkilerini incelemeyi amaçlamıştır. Soruların cevaplanmasında görüşme ve doküman analizi kullanılmıştır. Vakalar arası küçük farklılıklara rağmen, öğretmenlerin AUÖ sırasındaki uygulamalarının hem Vaka Uyumsuzluk hem Vaka Uyumda amaçlanan programla oldukça örtüşmeyen bir ilişki sergilediği görülmüştür. AUÖ sırasındaki öğretim uygulamaları çoğunlukla konu merkezli, düz anlatım yöntemiyle gerçekleştirilen, dil yeterliklerini geliştirmek yerine dilin yapısını ön plana çıkaran ve değerlendirme uygulamalarının eksikliğinden dolayı geri bildirim mekanizmalarını başarısızlığa uğratan uygulamalar şeklinde ortaya çıkmıştır. Ayrıca AUÖ döneminde içerik “içerik olarak aktarılabilecek şey” olarak anlaşılmış ve bu anlamda gramerin ana odak noktası olduğu görülmüştür.

Salgın sonrası öğretim uygulamaları üzerindeki içgörüler olarak düşük öğretme hazırbulunuşluğu, körelmiş organizasyon becerileri ve derse hazırlanmada erteleme olumsuz etkiler olarak ortaya çıkarken, eğitim teknolojilerindeki bilgi artışı ve yüz

yüze öğretimde web 2.0 araçlarının yaygın kullanımı yüz yüze eğitimi olumlu etkileyen olumlu içgörüler biçiminde ortaya çıkmıştır. Ayrıca iki öğretmenin açıklamaları kavram olarak programı yeniden düşünme durumuna işaret etmektedir. Her iki öğretmenin de mevcut program ve öğrencileri okullarda uzun süreler geçirmeye zorlayan sistem hakkında şüpheleri olduğu anlaşılmıştır.

#### 4. TARTIŞMA VE ÖNERİLER

Boyd'a (1992) göre okul, "birçok parçası olan karmaşık bir organizmadır" ve öğretmenlerin ve öğrencilerin okul kültürü ve normlarından önemli ölçüde etkilendiğini öne sürer. Boyd (1992) tarafından alıntılandığı gibi, Corbet ve ark. (1984) bağlamı, "kaynakların mevcudiyeti, kişiler ve gruplar arasındaki ilişkiler, eğitim bilgisinin kullanımı, hedefler açısından normlar ve teşvik ve caydırıcıların mevcudiyeti" dâhil olmak üzere "yerel koşulların" birleşimi olarak tanımlamaktadır (s. 5). Bağlamın bu birbirine bağlı boyutları dikkate alındığında (Boyd, 1992), yerel koşulların öğretmenlerin program anlayışları üzerindeki etkisi kaçınılmaz görünmektedir. Buna göre, indirgenmiş kendine özgü program kavramsallaştırmasında bağlamsal gerçeklerin önemli bir rolü olduğu düşünülmektedir. Bu gerçekler arasında, öğretmenlerin program kavramsallaştırma şeklini etkilemiş olabileceği düşünülen en dikkat çekici sebeplerden biri MEB'in "tek beden herkese uyar" (Melesse, 2019 ve Tadesse, 2018 aktaran Melesse ve Belay, 2020) yaklaşımıyla hazırladığı ve okullara gönderdiği amaçlanan programdır. Amaçlanan programın, amacı turizm sektörüne ara eleman yetiştirmek olan bu MTAL'in öğrenci ihtiyaçlarına tamamen yabancı kaldığı ifade edilmiştir. Bir diğer önemli sebep ise öğrenci özellikleri ile ilgilidir. Bu bağlamdaki öğrencilerin "öğretilbilirliği" (Van Maele ve Van Houtte, 2011) "zor," "neredeyse imkânsız" veya "bir muamma" şeklinde tanımlanmıştır. Bu durum öğretmenlerin öğretim pratiklerinin "öğrenilmemiş olanın öğrenilmiş çaresizliği" olarak adlandırdığımız ilerleme kaydedilemeyen bir öğretme ve yeniden öğretme kısır döngüsü kısıncında şekillendiğini göstermektedir. Bu program anlayışının oluşmasında önemli addedilebilecek diğer sebepler sıklıkla karşılaşılan sınıf yönetimi problemleri; kaynakların mevcudiyeti; sözde idari destek, düşük meslektaşlık ilişkisi; ödüllendirme mekanizmalarının eksikliği ve dijitalleşmenin öğrenme-öğretme

süreçlerindeki eksik/yanlış algısı şeklinde sıralanabilir.

Vaka Uyumda ise dönüştürücü program, geçişteki program ve ayırık program olmak üzere üç tür kavramsallaştırma ortaya çıkmıştır. Her anlayışın özelliklerini tanımlayan şey, Findlay'in (2010) "değişimin büyüklüğü" olarak adlandırdığı durumla ilgilidir. Bu bağlamda ortaya çıkan program kavramsallaştırmalarında, bazı öğretmenlerin pedagoji ve uygulamayı değiştirirken, öğrenmeyi geliştirirken (dönüştürücü); bazılarının önceki öğretmenlik deneyimlerinin kaosunun tam ortasında olduğu ve amaçlanan programı yeniden inşa etmeye çalıştıkları, yerel koşullara alışmakta ve yeni kaynakları keşfetmekte oldukları (geçişteki program); bir öğretmenin ise programı "geleneksel pedagojinin sınırları içinde" (ayırık program) (Butt, 1984; Perkins, 1993'ten aktaran Findlay, 2010) uygulamakta olduğu tespit edilmiştir. Kısaca, Vaka Uyumdaki program kavramsallaştırmaları "farklı gerçekleştirme aşamalarında" somutlaştırılmıştır (Findlay, 2010).

Vaka Uyumda ortaya çıkan bu program kavramsallaştırmalarının bağlamsal faktörleri (Corbet ve ark., 1984'ten aktaran Boyd, 1992), Vaka Uyumsuzluktaki bağlamsal faktörlerle taban tabana zıttır. Adams'ta (2019) aktarıldığı gibi, Vygotsky'nin (1978) sosyokültürel teorisine göre, öğretmenlerin ve programın içinde bulunduğu dış sosyal dünya, öğretmenlerin dünyayı ve öğrencileri nasıl gördüklerini etkilemiştir. Bağlamsal faktörler kapsamında, Vaka Uyumun destekleyici okul gerçeklerini barındırdığı gözlemlenmiştir. İlk olarak, programın ana aktörlerinden biri olarak öğrenciler, öğretmenlerde dönüştürücü bir program kavramsallaştırması oluşturmada ana itici güç olarak ortaya çıkmıştır. Kaynakların mevcudiyeti bakımından, bu okul, uluslararası çevrimiçi tartışmalar da dâhil her türlü öğretim uygulaması için gerekli donanıma sahip olarak tarif edilmiştir. Klusmann ve arkadaşlarının (2008) ifade ettiği gibi, yöneticinin desteği, bu öğretmenlerin katılım düzeylerini katalize etmiş olabilir. Cochrane ve arkadaşları (2014) ve Hamlin'e (2015) göre, öğrenme toplulukları oluşturmak ve üst düzey öğrenmeyi desteklemek için teknolojiyi etkin bir biçimde sürece dâhil eden dönüştürücü öğrenme ortamları oluşturmak gerekmektedir.

Geçişteki program kavramsallaştırmasında ise araştırma sonuçları ışığında öğretmenlerin programı anlamlandırma çabalarının kendilerine en yakın olan olgulardan başladığı söylenebilir. Buna göre, geçişteki program anlayışında

öğretmenlerin kavramsallaştırmaya programın ana aktörü olan “öğrencileri,” amaçlanan programı, kaynakların mevcudiyeti ve yardımcı olabilecek kişi(ler)i de içinde barındıran “öğrenme ortamından” başladığı söylenebilir.

Diğer yandan ayırık program kavramsallaştırmasında, Vygotsky'nin sosyokültürel kuramına göre (Cole ve ark., 1978) düşünüldüğünde, öğretmenin anlam oluşturmasında önemli olan öğretmenin dış dünyası, bu kavramsallaştırmada öğretmenin kendi irade ve kararıyla sınırlandırılır ve izole edilir. Lindblom-Ylänne ve arkadaşları (2006) ve Roehrig ve arkadaşları (2007) çalışmalarının bulgularında da desteklendiği gibi bağlamsal faktörlerin öğretmenlerin inançları, algıları ve tutumları ile dinamik ve eş bağımlı doğası argümanımızın, ayırık program anlayışında, öğretmenin kendi tercihiyle engellendiği ve bilerek ayrı tutulduğu ortaya çıkmıştır. Ayrıca, Kagema'ya (2018) göre mesleki ilgi, program uygulamasında önemli bir faktördür. Bu kavramsallaştırmada, alt sınıf öğrencilerine genel İngilizce öğretmek sıkıcı, yeterince zorlayıcı olmayan, öğrencilerin seviyelerine inmesi zor, düşük yeterlilik olarak tanımlandığından, öğretimin Akademik Amaçlar için İngilizce Öğretimi (English for Academic Purposes) ile yüksek oranda ilişkili olduğu anlaşılmıştır. Ayırık program anlayışında iş doyumunu ileri düzeyde dil yeterliğine sahip olan öğrencilere İngilizce öğretmekle sınırlıdır.

Sonuç olarak, indirgenmiş kendine özgü program kavramsallaştırmasının temsil ettiği ilkeler dikkate alındığında, bu anlayış “teknik bir prosedür olarak program” alanında konumlandırılabilir (Molla ve ark., 2022). Stenhouse'a (1975) göre teknik prosedürel program, öğrenci öğretmen etkileşimini kısıtlar, araçları ve içeriği öğretmenlerden ayırır, öğretmenler ve öğrenciler arasındaki etkileşimin bir sonucu olarak gerçekleşen öğrenme deneyimlerini göz ardı eder ve programı yalnızca teknik bir alıştırma olarak görür. Melesse ve arkadaşlarının (2022) belirttiği gibi program kavramsallaştırmalarını net bir çizgi ile birbirinden ayırmak çok kolay olmasa da, dönüştürücü program kavramsallaştırması “pratik olarak program” alanına konumlandırılabilir. Geçişteki program anlayışı adına yaraşır bir şekilde “teknik bir prosedür olarak program” (Molla ve ark., 2022; Stenhouse, 1975 ) ve “pratik olarak program” (Molla ve ark., 2022; Schwab, 1969) arasında bir alana konumlandırılabilir. Ayırık program anlayışı ortak ilkeler göz önüne alındığında “teknik bir prosedür olarak program” alanında konumlandırılabilse de (Molla ve ark.,

2022; Stenhouse, 1975), bu kavramsallaştırmanın doğası gereği tamamen farklı bir profil çizdiği ve amaçlanan programın uç bir varyasyonu olduğu unutulmamalıdır.

İkinci araştırma sorusu öğretmenlerin program kavramsallaştırmaları ile amaçlanan program arasındaki uyumu incelemeyi amaçlamıştır. Amaçlanan programla kıyaslandığında indirgenmiş kendine özgü programın amaçlanan programa kıyasla belirgin bir şekilde parçalanmış bir durumda olduğu; dönüştürücü programın tam bir uyum sergilediği; geçişteki programın amaçlanana doğru bir geçiş halini gösterdiği ve ayrık program anlayışının ise kasıtlı olarak amaçlanan programdan uzaklaştığı sonucuna varılmıştır. Jalkanen ve Nikula'ya (2020) göre program metninde kullanılan dil çok katmanlı bir gerçeklik sunar ve öğretmenlerin programı anlamlandırma süreci büyük ölçüde “pedagojik bağlamların dağınık gerçeklerinde” gerçekleşir. Ayrıca, Boesen ve arkadaşları (2014) tarafından alıntılandığı gibi bir mesajın öğretmenlerin uygulamalarına yansıyan önemli bir etkiye sahip olması için, öğretmenlerin mesajı yorumlamak ve buna göre öğretim yapmak için yeterli koşul ve bilgiye sahip olması gerekir. Diğer taraftan programın kendisi açısından ise, metindeki mesajın netliği (Boesen ve ark., 2014), farklı paydaşlar için farklı çıkarımlar ortaya çıkarabilir (Janemalm ve Quennerstedt, 2019). Program geliştirme ve planlama uygulamalarının dışında bırakılan öğretmenler (Nasser ve ark., 2014), metindeki “jargon tarafından şaşırtılmış” (Kobiah ve ark., 2015; Ramparsad, 2001) olabilir ve bu durum onların programı anlamlandırmalarında zorluk yaşamalarına neden olmuş olabilir. Ayrıca, bu bağlamda Koedel ve arkadaşları (2017), yüksek kaliteli bir programa erişim eksikliğine (Pak ve ark., 2020), alan yazının büyük bir kısmı da program liderliğinin (Allen ve Penuel, 2015; Boyce ve Bowers, 2018; Hill, 2001; Spillane ve ark., 2006) önemine atıfta bulunur.

Öğretmenlerin program kavramsallaştırmaları ile öğretim pratikleri arasındaki uyumu keşfetmeyi amaçlayan üçüncü araştırma sorusuna cevaben, her iki vakada da öğretim pratiklerinin tamamen öğretmenlerin program kavramsallaştırmalarıyla paralel gittiği anlaşılmıştır. Bu anlamda Roehrig'e (2007) göre “okul düzeyindeki bağlamsal faktörlerin” iyi anlaşılması gerekmektedir. Bu çalışmada Boyd'un (1992) “yerel koşullar” olarak tanımladığı bağlamsal faktörler tüm yönleri ile dikkate alınmıştır. Bu bağlamsal koşullara istinaden uygun olmayan okul ortamı (Fullan, 2007, aktaran Okoth, 2016), yetersiz altyapı ve uygun tesislerin olmaması, yeterli

öğretim materyallerinin olmaması (Teevno, 2011) vurgulanır. Ek olarak yetersiz öğretim kaynakları ve sınıf mevcudu, öğrencilerin ve öğretmenlerin nitelikleri, kültür, öğretim denetimi ve değerlendirmesi (Chaudary, 2015) alan yazında etkin uygulamanın en çok belirtilen geçerli nedenleri arasındadır. Ayrıca, Kagema (2018), öğretmen motivasyonunu anlamak için bağlama bağımlı bir yaklaşımı savunur, benzer şekilde bu çalışmada da öğretmenlerin bilgilerinin, algılarının, inançlarının ve tutumlarının bu doğrultuda etkilenmiş olabileceği düşünüldüğünden öğretmenlerin anlayışındaki bu olguların bağlamın merceğinden görülmesi gerektiği öne sürülmektedir. Chaudary'nin (2015) vurguladığı gibi, sonuçlarımızda da tespit edildiği üzere, tüm faktörler büyük ölçüde birbirleriyle etkileşim halinde oldukları için bir bütün olarak görülmelidir. Ayrıca, Kobiah ve arkadaşlarının ifade ettiği gibi (2015), program kavramsallaştırmasına dâhil olma ve etkili program uygulaması arasında istatistiksel olarak anlamlı bir ilişki vardır. HakiElimu'nun (2012) yürüttüğü çalışmada öğretmenlerin zayıf kavramsallaştırma durumlarının düşük öğrenci performansı anlamına geldiği bulunmuştur (Komba ve Mwandangi, 2015). Türkiye'de program geliştirme ve planlama süreçleri dikkate alındığında öğretmenlerin bu sürecin dışında olduğu gerçeği göz ardı edilmemelidir.

Dördüncü araştırma sorusunda Covid19 salgınının program uygulamaları üzerindeki etkileri iki alt soru üzerinden cevaplanmıştır. İlk olarak AUÖ sırasındaki öğretim pratiklerinin amaçlanan programla uyumu sorgulanmış, ikinci olarak da öğretim pratikleri üzerindeki salgın-sonrası öngörüler incelenmiştir. Sonuç olarak AUÖ sırasındaki öğretim pratiklerinin her iki vakada da amaçlanan programla son derece örtüşmeyen bir şekilde yürütüldüğü anlaşılmıştır. Bu dönemdeki öğretim pratiklerinin öğretmen merkezli ve mekanik (Avcı, 2023) bir biçimde yürütüldüğü, yöntem olarak ise çoğunlukla düz anlatımın (lecturing) tercih edildiği anlaşılmıştır. İçerik kavramının bu dönemde “içerik olarak ne iletilebilirse” anlayışına dayalı olduğu, öğretimde dil becerilerinin geliştirilmesinden ziyade dil yapısına odaklanıldığı ve değerlendirme pratikleri eksikliğinden ve kameralar-kapalı politikalarından kaynaklı olduğu anlaşılan geri bildirim mekanizmalarının çöktüğü anlaşılmıştır. Farklı olarak Vaka Uyumsuzlukta dijital uçurum (Pini, 2020) amaçlanan programla örtüşmeyen pratiklere ek bir neden olarak ortaya çıkmıştır. Dijital uçurum “Bir grubun dijital teknolojilere ve kaynaklara erişimi, bir grubun ırkına, sosyoekonomik durumuna veya ulusal kimliğine göre farklılık gösterdiğinde”

(McLaughlin ve Resta, 2020) ortaya çıkmaktadır. Yetersiz internet altyapısından (Bayburtlu, 2020; Sari ve Nayir, 2020), sınırlı internet erişiminden (Bakioğlu ve Çevik, 2020; Sari ve Nayir, 2020; Wilder, 2020), ve ekipman eksikliğinden çoğunlukla kırsal alanlarda yaşanan teknik zorluklar (Joshi ve ark., 2020) öğretim pratiklerini etkilemiş olabilir. Ek olarak her iki vakada da başlangıçta yeterli bilgi ve deneyim eksikliği (Sari ve Nayir, 2020; van der Spoel ve ark., 2020), teknolojik araçlar ve teknolojik pedagojik bilgi ile ilgili ek bilgi ihtiyaçları öğretmenlerin uygulamalarını olumsuz etkilemiş olabilir. Salgın sonrası öngörülere ilişkin olarak, bazı öğretmenler, derse hazırlıkta yetersizlik, organizasyon becerilerinde gerileme ve derse hazırlıkta erteleme nedeniyle yüz yüze eğitime uyum sağlamakta güçlük yaşadıklarını anlaşıırken, öğretmenlerin çoğunun eğitim teknolojilerinde bilgilerini geliştirdiği, web 2.0 araçlarını yüz yüze eğitimde yaygınlaştırdığı ve AUÖ sırasında geliştirdiği bilgiyi yüz yüze öğretim pratiklerine aktardıkları anlaşılmıştır.

Durum analizinin bir örneği olarak bu çalışma, ülke çapında yukarıdan aşağıya program uygulanmasının adaletin sözde eşitliğe feda edildiğini ve fırsat eşitsizliklerinin yeniden üretimini güçlendireceğini öne sürmektedir. Farklı ihtiyaçlara sahip öğrencilerin bulunduğu farklı okul türlerinde aynı programın uygulanması, mevcut amaçlanan programda vurgulanan öğrenci merkezli yaklaşımla taban tabana zıttır. Bu bağlamda program geliştirme süreçlerinin yeniden ele alınması ve bağlamsal bir yaklaşımla yeniden planlanması önerilmektedir. Araştırmanın sonuçları doğrultusunda, öğretmenlerin inanç, algı ve motivasyonlarının bağlamsal faktörlerden etkilendiği ve öğretmenlerin farklı bir kurumda göreve atandıklarında öğretmenlik uygulamalarında bağlama uyum sağlamakta önemli güçlükler yaşadıkları tespit edilmiştir. Bu açıdan çalışma, hem üniversitelerdeki öğretmen yetiştirme programları hem de bakanlık düzeyinde görev yapan hizmet içi öğretmen yetiştirme paydaşları için çıkarımlar sunmaktadır. Ülkedeki okul sistemlerinin gerçeğine uygun olarak, öğretmen yetiştirme programlarının öncelikle pedagojik derslerin farklı lise türlerinin gerçekliğini programlarında ne ölçüde kabul edip etmediğini yeniden düşünmesi gerekir. Ancak verilen tüm derslerde öğretmen adaylarını ülkedeki okulların farklı gerçekleriyle tanıştıran bütüncül bir yaklaşımı desteklese de, farklı lise türlerini dikkate alan bir dersin dâhil edilmesinin bir seçenek olabileceği düşünülmektedir. Ek olarak, öğretmen adaylarının uygulama yerlerinin planlanmasında temel rasyonelin,

öğretmen adayının olabildiğince çok ve farklı bağlamla karşılaşmasının yolunu açan çeşitliliğe dayandırılması önerilmektedir.

Halihazırda çalışmakta olan öğretmenler için ise, bu çalışma, hizmet içi eğitimin okulların ve programın dinamik doğasına ve değişen koşullarına uyum sağlaması gerektiğini ima etmekte ve altını çizmektedir. Bu bağlamda, öncelikle, indirgenmiş kendine özgü program kavramsallaştırıcıları temele alındığında MTAL'de çalışan öğretmenlerin, programı birbiriyle uyumlu olarak yorumlama, uyarlama ve uygulama konusunda profesyonel rehberliğe ve yardıma son derece ihtiyaç duydukları görülmüştür. Programın uygulanması için büyük çaba harcanmasına rağmen, bir noktada profesyonel rehberlik eksikliği nedeniyle öğretmenlerin doğru şeyi yapıp yapmadıklarını sorgulayan sürekli bir şüphe içinde yaşadıkları anlaşılmıştır. Buna göre, ideal olan bakanlık düzeyinde her okulda program uzmanlarının görevlendirilmesi olsa da, en azından ilçe düzeyinde program birimlerinin kurulması, öğretmenlerin programa ilişkin kararlarında yol göstermesi noktasında önemli bir yol taşı teşkil edecektir. Öte yandan, bir ortaöğretim kurumunda veya farklı türde bir lisede görev yapmak üzere tayin edilen öğretmenlerin ciddi bir şekilde oryantasyona ihtiyaç duydukları ortaya çıkmıştır. İlçe milli eğitim müdürlükleri düzeyinde ve okul içi köklü ve sistematik olarak takip edilen oryantasyon girişimleri, öğretmenlerin geçişini kolaylaştırmada oldukça önemlidir.

Bu çalışma aynı zamanda daha fazla çalışılması gereken veya çalışılabilecek alanlara atıfta bulunan önemli sonuçlar da içermektedir. Bu çalışma MTAL ve bir AL bağlamında yürütülmüştür. Dolayısıyla, farklı bağlamlarda çalışan öğretmenlerin program kavramsallaştırmalarını anlamak için bu çalışma, Fen Liseleri, Sosyal Bilimler Liseleri ve Mesleki Eğitim Genel Müdürlüğü altında çeşitlenen diğer bütün okul türlerinde keşfedilmeyi beklemektedir. İkinci olarak çalışma, gerçeği olduğu gibi ortaya koyacak örneklem yöntemleriyle seçilen İngilizce öğretmenleri ile yürütülmüştür. Katılımcıların özelliklerinin zenginliği, öğretmenlerin program kavramsallaştırmalarını anlamak için çalışmayı önemli ölçüde beslemiştir. Buna ek olarak yeni mezun öğretmenler ile eğitim fakültesi mezunu olmayan öğretmenlerin program kavramsallaştırmalarının çalışılması önerilebilir. Ayrıca, farklı çalışma alanlarından diğer öğretmen grupları da program kavramsallaştırmalarını ortaya çıkarmak için umut verici geniş bir kapsam olarak görünmektedir. Öte yandan, çoklu



durum çalışması deseni olarak çalışma, bulguları yorumlamak için geniş bir yelpaze sağlayan geniş ve zengin içgörüler sağlamıştır. Ancak bu zenginlik, yeni tayin edilmiş öğretmenlerin kavramsallaştırma süreci gibi henüz bir geçiş aşamasında olan ve “tamamlanması gereken” yeni alanları da beraberinde görmemizi sağlamıştır. Geçiş sürecinin bu yönü bir kültür analizi deseni yoluyla daha iyi ve geniş çapta izlenebilir ve keşfedilebilir.

Özetlemek gerekirse, alan yazın, program hakkında anlam oluşturmaya yardımcı olan geniş bir bilgi birikimi içermektedir. Bununla birlikte, bu bilgi birikimi çoğunlukla program teorisyenlerinden gelmiştir. Bu çalışma bu yönüyle alan yazına çok farklı bir açıdan katkı sağlamış ve öğretmenlerin program kavramsallaştırmalarını anlamaya, bu kavramsallaştırmaları nasıl yapılandırdıklarını veya yeniden yapılandırdıklarını anlamaya çalışmıştır. Her ne kadar program alanının mirası üzerinde yükselse de, alanda zaten bilinen kavramları yeniden üretmek veya sadece bunlarla ilişkilendirmek yerine, bu çalışma farklı bağlamlarda ulaşılan farklı anlamlar, program sorgulama kapsamına alana daha fazla incelenmesi ve ele alınması için yeni kavramlar ve kavramsallaştırmalar kazandırmıştır. Sonuç olarak, biz bu çalışmada amaçlanan programın, içinde geliştikleri gerçeklere bağlı olarak, indirgenmiş kendine özgü program, ayırık program, geçişteki program ve dönüştürücü program kavramsallaştırmaları olarak temsil edilen türevleri olarak dört farklı biçimde var olabileceğini anlamayı başardık. Bu bağlamda program sorgulamasının ve program teorisinin beslenmesi için yapılacak yeni çalışmalara ihtiyaç vardır.

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